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UNIVERSITY OF TORONTO

Courses Leading To Graduate Degrees In Education 1958-1959

Ontario College of Education
371 Bloor Street West
Toronto 5, Ontario

For information regarding courses leading to professional certificates and the work of the College generally, see the *Calendar of the Ontario College of Education.* For information regarding courses in library science, see the *Calendar of the Library School,* Ontario College of Education.

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371 Bloor Street West
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UNIVERSITY OF TORONTO PRESS
1958

CONTENTS

	Page
Administrative Officers	5
Application and Registration	21
Calendar, 1958–1959	4
Elementary-School Inspector's Certificate	21
Examinations	21
Fees	22
Fellowships and Other Financial Assistance	23
Graduate Degree Programmes in Education	
Bachelor of Education	8
Master of Education	9
Doctor of Education	10
Master of Arts	11
Doctor of Philosophy	11
Living Accommodation	22
Summer Session	21
Teaching Faculty	6
Units of Instruction	13

Please address all enquiries concerning graduate work in education to

Supervisor of Graduate Students,
Ontario College of Education,
371 Bloor St. W.,
Toronto 5, Ontario.

CALENDAR, 1958–1959

1958	March 1–31	Advance enrolment for the 1958 Summer Session. Preparatory reading assignments available.
	April 3, and 12–18	Examinations, 1957–58 Regular Session.
	May 28, 29, 30	Spring Convocation.
	July 2	Summer Session registration—2 p.m.
	August 8	Last day of lectures, Summer Session.
	August 11, 12	Examinations, Summer Session.
	September 29	Regular Session registration—10 a.m.
	October 13	Thanksgiving Day.
	November 11	Remembrance Day Service.
	November 28	Autumn Convocation.
	December 19	Last day of lectures, Autumn Term.
1959	January 5	First lecture of the Winter Term.
	March 1–31	Advance enrolment for the 1959 Summer Session. Preparatory reading lists available.
	March 27	Good Friday.
	April 10	Last days of lectures, Regular Session.
	April 13–17	Examinations, 1958–59 Regular Session.
	May 27, 28, 29	Spring Convocation.

Administrative Officers

THE UNIVERSITY

Acting President	M. St. A. Woodside, M.A.
President Elect	C. T. Bissell, M.A., PH.D., F.R.S.C.
Vice-President	M. G. Ross, M.A., ED.D.
Registrar	J. C. Evans, B.A.
Chief Librarian	R. H. Blackburn, M.A., B.L.S., M.S.

ONTARIO COLLEGE OF EDUCATION

Dean	A. C. Lewis, M.A., D.PAED.
Secretary of the College	Miss A. A. L. Elliott, B.A.
Librarian	Miss D. A. Thompson, B.A.
Supervisor of Graduate Students	C. E. Phillips, B.A., D.PAED.

SCHOOL OF GRADUATE STUDIES

Dean	A. R. Gordon, O.B.E., M.A., PH.D., F.R.S.C.
Associate Dean, Division I (including Educational Theory)	C. R. Myers, M.A., PH.D.
Associate Dean, Division II	K. C. Fisher, M.A., PH.D., F.R.S.C.
Secretary	J. H. Sword, M.A.

TEACHING FACULTY FOR DEGREE PROGRAMMES IN EDUCATION

ONTARIO COLLEGE OF EDUCATION

A. C. Lewis, M.A., D.PAED.
Dean of the Ontario College of Education

D. F. Dadson, B.A., B.ED.
Professor of Education and Supervisor of Practice Teaching

W. G. Fleming, B.A., M.ED., ED.D.
Lecturer in Educational Research

G. E. Flower, M.A., ED.D.
Associate Professor of Education

H. M. Fowler, B.A., ED.D.
Associate Professor of Educational Research

R. W. B. Jackson, B.A., PH.D.
Professor of Educational Research and Director of the Department of Educational Research

M. D. Parmenter, M.A.
Professor of Guidance and Director of the Guidance Centre

C. C. Pitt, M.A., B.PAED., PH.D.
Associate Professor of Education

C. E. Phillips, B.A., D.PAED.
Professor of Education and Supervisor of Graduate Students

R. D. Phillips, B.SC., M.ED., P.ENG.
Professor of Methods in Vocational Subjects and Director of the Department of Vocational Training and Industrial Arts

E. Brock Rideout, B.A.
Lecturer in Educational Research

A. F. Skinner, M.A., B.SC., PH.D., F.E.I.S.
Professor of Education

G. E. Tait, B.A., B.PAED., ED.D.
Professor of Elementary Education

SESSIONAL LECTURERS

In addition to members of the faculty of the Ontario College of Education, the following will offer courses in 1958–59:

K. S. BERNHARDT, M.A., PH.D.
Professor of Psychology, University of Toronto, and Assistant Director of the Institute of Child Study

J. F. FLOWERS, B.P.H.E., M.ED.
Research Assistant, Department of Educational Research, Ontario College of Education

T. O. W. FOWLER, B.COM., B.PAED.
Inspector of Secondary Schools, Ontario Department of Education

MISS MARIAN K. HARVIE, B.A.
Child Guidance Clinic, Board of Education, Toronto

F. H. JOHNSON, M.A., D.PAED.
Professor of Education and Director of Elementary Teacher Education, College of Education, University of British Columbia

W. LINE, O.B.E., M.A., M.ED., PH.D.
Professor of Psychology, University of Toronto

A. D. LOCKHART, M.A.
Instructor, University of Toronto Schools

J. R. MCCARTHY, M.A., B.PAED.
Assistant Superintendent of Curriculum, Ontario Department of Education

F. K. STEWART, M.A., M.ED.
Executive Secretary, Canadian Education Association

GRADUATE DEGREE PROGRAMMES IN EDUCATION

The Ontario College of Education offers programmes of study leading to the graduate degrees of Bachelor of Education, Master of Education, Master of Arts, Doctor of Education and Doctor of Philosophy. Programmes for all but the B.Ed. are under the School of Graduate Studies.

The B.Ed., M.Ed. and Ed.D. are designed chiefly for the professional improvement of qualified and experienced teachers pursuing a career in the work of the schools. The M.A. and Ph.D. programmes tend to place less emphasis on education in the professional sense. A student may be admitted as a candidate for one of the several degrees. Alternatively he may enrol simply as a graduate student if he does not meet all requirements for admission as a degree candidate, or if he does not wish to proceed immediately to a degree.

Graduate courses in education are offered both in regular sessions and summer sessions. While it is possible to complete residence requirements for the B.Ed. and M.Ed. through attendance at summer sessions only, varying periods of full-time attendance in regular sessions are required for other degrees as outlined below.

Degree of Bachelor of Education

(1) For admission as a candidate for the degree of Bachelor of Education an applicant shall (a) hold an approved degree in Arts, Science, Agriculture, Engineering or Commerce, (b) hold a certificate as a teacher valid in Ontario issued after an approved course in a recognized training school, or a certificate valid elsewhere and deemed to be equivalent by the Ontario College of Education, and (c) have completed at least one year's successful teaching experience subsequent to having obtained a teaching certificate.

(2) To gain admission students should write to the Supervisor of Graduate Students for an application form. All applicants must return this form with transcripts *in duplicate* of their record in undergraduate work. Ontario teachers must give the name and number of their professional certificates, the date of their attendance at the Ontario College of Education or at a Teachers' College, and facts about their professional experience in Ontario. Other teachers must submit a professional certificate (or two photostatic copies), transcripts *in duplicate* of their professional training, and facts supported by a letter or other official evidence of successful experience as a teacher.

(3) To complete requirements for the degree the candidate shall be in attendance at the Ontario College of Education for a minimum of one summer session, and shall obtain standing on Education 101 and 102 as listed under Units of Instruction (page 13). Standing in a course is

defined as a minimum of 60 per cent. B.Ed. candidates are also required to attend additional lectures on sources of information about education and on reading educational materials of a technical nature.

Degree of Master of Education

(1) For admission as a candidate for the degree of Master of Education an applicant shall hold the degree of Bachelor of Education from the University of Toronto with standing of at least 66 per cent in each of Education 101 and 102, or the applicant shall have qualifications and graduate standing deemed equivalent by the committee administering education courses.

(2) To gain admission students should write to the Supervisor of Graduate Students for an application form. Those who do not hold a Bachelor of Education degree from the University of Toronto must return the completed form along with: (a) transcripts *in duplicate* of their record in undergraduate work, in professional training, and in subsequent graduate work; (b) a professional certificate or two photostatic copies; (c) facts supported by a letter or other official evidence regarding their successful experience as a teacher.

(3) Candidates who have credit for graduate work in education at other universities beyond requirements for admission as an M.Ed. candidate may be granted credit for not more than two units in the M.Ed. programme.

(4) To complete minimum residence requirements for the degree the candidate shall be in attendance at the Ontario College of Education beyond the B.Ed. for one regular session *or* three summer sessions, except that a candidate proceeding to the M.Ed. by thesis (see (6) below) need not attend the final summer session.

(5) A candidate seeking to complete the M.Ed. without thesis shall obtain standing on six of the units of instruction. Units are grouped in five broad fields: History and Philosophy of Education, Administration and Supervision, Psychology and Guidance, Curriculum and Methods, and Measurement and Statistics. A candidate shall select two units, or not more than three, from one of these fields, with the remaining courses spread over at least two of the other broad fields.

To meet the needs of the individual student arrangements can also be made, through the Supervisor of Graduate Students, to substitute approved graduate courses in other departments of the University for one or two of the required six units. It may also be possible, in the individual case, to plan a master's programme in advance in such a way that a portion of the required work will be done at another university, with prior approval of the committee administering education courses.

(6) Candidates may seek permission to proceed to the M.Ed. by thesis. Ordinarily such permission will be granted to students who have obtained A standing (75 per cent or more) in two of the units of

instruction. Candidates planning to proceed later to the degree of Doctor of Education are particularly advised to attempt the thesis option.

A candidate proceeding to the M.Ed. by thesis shall obtain standing on four units of instruction. He is advised to select Education 251, Research in Education, as one of his units. The thesis shall be on some approved topic, embodying the results of an original study conducted by the student. A statement on "Requirements Applicable to Masters' Theses" is available on request from the Supervisor of Graduate Students, Ontario College of Education.

Degree of Doctor of Education

(1) An applicant for admission to the Ed.D. programme shall ordinarily hold the degree of Master of Education with high standing from the University of Toronto. Applicants holding a master's degree from another institution must submit the following to the Supervisor of Graduate Students for evaluation: (i) transcripts of all academic work; (ii) proof, if such is not included in the transcripts, of having received professional training as a teacher; (iii) proof of certification as a teacher, including full information about the certificate held; (iv) evidence of at least one year's successful experience as a teacher; (v) a copy of the master's thesis, if the applicant wrote such a thesis; (vi) the name of the applicant's faculty adviser at the university where the master's degree was obtained. With the exception of (v) and (vi), *all must be submitted in duplicate.*

(2) Acceptance as a candidate for the degree of Doctor of Education will also depend upon the applicant's score on a qualifying examination, and his successful completion of a qualifying research project. For 1958–59 the qualifying examination will consist of the Aptitude Test and the Advanced Test in Education of the Graduate Record Examinations offered by the Educational Testing Service of Princeton, New Jersey. Applicants who have already taken these tests should submit details of time and place to the Supervisor of Graduate Students. A statement on "Requirements Applicable to the Qualifying Research Project" is available from the Supervisor of Graduate Students.

An applicant who completed the requirements for the Master of Education degree at the University of Toronto by thesis may, if the committee administering education courses judges the thesis to be of sufficiently high quality, be excused from the qualifying examination or the qualifying research project, or both, and may be enrolled immediately as a candidate for the degree of Doctor of Education. Similar consideration may be given by the committee at its discretion to a thesis submitted as part of the requirements for a graduate degree at another university.

(3) To complete residence requirements for the degree of Doctor of Education a candidate shall be in attendance at the Ontario College of Education beyond the M.Ed. for one regular session.[1]

[1]Students formally admitted to doctoral candidacy before January 1, 1959, will be permitted to complete requirements for the degree of Doctor of Education in the manner described on pages 57 and 58 of the calendar of O.C.E. for 1957-58, provided that they shall have completed all course work before July 1, 1960.

(4) Course requirements will be standing on a minimum of four units of instruction, the choice of which will be determined by the candidate's professional interests and the nature of his proposed dissertation. Education 251, Research in Education, shall be one of the four units if the candidate has not already obtained credit for this unit. With the prior approval of the committee administering education courses, in individual cases appropriate graduate offerings of other departments of the University may be substituted for one or two of the required units; in any case a candidate's proposed plan of studies is subject to approval by the committee. A doctoral candidate may also wish to audit various University offerings aside from the required units as preparation for his dissertation. All candidates for the doctorate are required to attend the Seminar in Education (see page 20).

(5) The further and major requirement for the degree is the completion of a doctoral dissertation. A statement on "Requirements Applicable to Doctoral Dissertations" is available from the Supervisor of Graduate Students.

As early as possible during his period in residence a candidate should select a tentative topic and seek opinions in the seminar and by consultation with the staff regarding its suitability. When he has completed his plan the candidate will be required to present an outline of his proposed study for discussion in the seminar. He must at that time or subsequently obtain formal approval of his proposal from the committee administering education courses. Under no circumstances will a dissertation be examined for credit unless the topic and outline have received this initial approval.

After a completed dissertation has been approved by the examiners, the candidate shall furnish the Secretary of the School of Graduate Studies with four bound copies and shall make arrangements to publish the dissertation or an approved abstract thereof. If the candidate publishes only an abstract of his dissertation, he shall furnish the Secretary of the School of Graduate Studies with 25 copies of the abstract.

(6) If a candidate's thesis has not been submitted and accepted within five calendar years from the date of his acceptance as an Ed.D. candidate, his candidature will lapse. He may subsequently apply for re-admission, and may be so admitted by action of the committee administering education courses. Additional requirements, however, may be demanded of him at that time.

Degrees of Master of Arts and Doctor of Philosophy

The Ontario College of Education as the Department of Educational Theory of the School of Graduate Studies offers courses leading to the degrees of M.A. and Ph.D. Courses for these degrees are taken in regular academic sessions.

Complete information concerning these degrees is given in the calendar of the School of Graduate Studies, University of Toronto. The following statements are included here for convenience only.

Full qualifications for admission to these courses are: an honours degree in Arts from the University of Toronto, or its equivalent; and a year of professional training at an approved university followed by successful experience as a teacher. But graduates of a pass or general course and graduates who lack the above professional training or experience as teachers may be admitted as candidates for these degrees after they have completed prerequisite courses prescribed to meet their particular needs.

Fully qualified candidates for the degree of Master of Arts may complete their course work in one regular session. The course requirements are two courses[1] in the Department of Educational Theory and one course in another department of the University. In addition a candidate for the M.A. degree will submit a thesis. In exceptional cases, at the discretion of the Department, additional course work may be substituted for the thesis.

Fully qualified candidates for the degree of Doctor of Philosophy may complete attendance requirements in three regular sessions, or in two regular sessions if they hold an M.A. degree in Educational Theory from this university, or the equivalent. Requirements for the degree ordinarily include: two minor courses, of which at least one shall be in some other department of the University; a major (ordinarily a composite of at least two courses) representing intensive work in one of the fields indicated under Units of Instruction on the following pages; a reading knowledge of French and German; and a doctoral thesis on some approved topic related to the student's major field.

[1]One graduate course is ordinarily the equivalent of two education units.

UNITS OF INSTRUCTION

Units of instruction, each equivalent to one half-course as defined by the School of Graduate Studies, are offered as detailed below. Two units constitute a full-time programme in the summer session, six units a full-time course programme in the regular session.

A student's eligibility for enrolment in any unit is subject to approval by the committee administering education courses.

Key to Numbering of Units

(a) Units numbered in the 100's are required for the B.Ed. degree, although they may be taken for M.Ed. credit by students who are granted the equivalent of B.Ed. standing for graduate work done elsewhere. These courses are offered in regular sessions and in summer sessions every year.

(b) Units numbered in the 200's are offered in regular sessions and in summer sessions. Those with numbers ending in 1, 2, 3, and 4 are offered every year; those with numbers ending in 5, 7, and 9 are ordinarily offered in odd-numbered years (e.g. Summer Session 1959, and Regular Session 1959–60); those with numbers ending in 6 and 8 are ordinarily offered in even-numbered years (e.g. Summer Session 1958, Regular Session 1958–59).

(c) Units numbered in the 300's are advanced or specialized courses at the doctoral level and ordinarily are offered only in regular sessions and only when there is sufficient demand.

HISTORY AND PHILOSOPHY OF EDUCATION

101. Our European Heritage (Professor Skinner, regular session; Professors Skinner and Johnson, Summer Session 1958)

A review of the educational thought and practice of the educationists of the past considered to be most outstanding and most influential in the history of European education to the present day: including, where appropriate, references to sources which have influenced education in Canada and the United States. A closer study of more recent educational thought in Europe, and the more recent history of educational developments in Britain. Educational provision in Britain in the last two centuries, with particular reference to rapidly changing social conditions, to increasing State intervention, and to the growth, features and problems of the national system of education in England today.

102. Our North American Background (Professor C. E. Phillips, regular session; Professor Tait and Mr. Lockhart, Summer Session 1958)

A survey of the history of education in Canada, covering: (i) education in different parts of Canada prior to the establish-

ment of school systems under public control; (ii) the growth of public education, the history of provincial systems, and topical study of various aspects of their administration; (iii) the development of educational thought in Canada and topical study of various aspects of curriculum and method. Concomitant references to the development of public education in the United States.

205. History of Education in Canada (Professor C. E. Phillips)

The educational history of five representative provinces. Topical study of the development in Canada of educational administration and finance, of the role in education of the church and federal government, of new educational thought in relation to social change, of curriculum and methods, of teacher education, and of some other aspects of education to be decided in class.

Not offered in 1958.

206. Comparative Education (Mr. Stewart)

A comparative study of the educational systems, their problems and practices, in such countries as Great Britain, U.S.A., France and the U.S.S.R., and in other countries as time may permit or as the interests of students may determine. Attention will be given not merely to the factual data of organization and administration but also to the educational thought supporting them, to contrasts and similarities in problems and solutions relative to education in Canada, and to the understanding in some degree of the social, economic, historical or other factors which have fashioned the development of these systems.

207. Educational Sociology (.....)

The school in its social setting. Contemporary conditions and problems affecting education: home, church, community; economic and social stratification; religious and racial divisions; adults and the younger generation; juvenile delinquency; technology; community influence structures.

Not offered in 1958.

208. Modern Philosophies of Education (Professor C. E. Phillips)

Traditional and environmental influences on social and educational thought; current philosophies of education; possible explanations of different points of view; ideas of various thinkers on educational issues; Canadian attitudes; constructing a philosophy of education.

301. History of Educational Thought to 1750 (Professor Skinner)

A study, in general, of the influence of educational thought to 1750 in shaping the developing conceptions of the aims and meaning of the educational process: its contribution towards a sound basis for the interpretation and appreciation of modern theories and practices. The writings and influence of prominent thinkers:

in particular, of the great educational figures of the ancient Graeco-Roman period, of some of the outstanding figures of the pre-Renaissance and Renaissance centuries: of the immediate forerunners of modern education in the seventeenth century.

302. History of Education in Great Britain (Professor Skinner)

A study of the origins and development of contrasting educational traditions and educational provision in the constituent countries of Great Britain. Consideration of social and religious and other factors of influence as well as reference to outstanding people whose thought or practices influenced contemporary and subsequent developments. More detailed attention to the more recent history of developments in education, chiefly in England, with a view to an understanding of the purposes and problems of a highly influential system of modern education, whose main features are those of complexity, variety, and flexibility, and of the articulation of its various stages and parts.

303. History of Education in the U.S.A. (Professor C. E. Phillips)

A survey of social and political developments related to education and of educational developments in the United States, with emphasis on the north eastern states and intensive study of aspects which are of special interest to the student group.

304. History of Education in Ontario (Professor C. E. Phillips)

Intensive study of major educational developments in this province.

305. Seminar in History and Philosophy of Education (Staff members as above)

A seminar for detailed study of selected topics, offered in regular session only and when there is sufficient demand. Ordinarily limited to advanced graduate students specializing in the field of history and philosophy of education.

ADMINISTRATION AND SUPERVISION

211. School Law and Administration of Education in Ontario (Professor Dadson)

A course illustrating the major problems in the administration of education through a detailed study of school law and practice in Ontario; designed in particular for those who hold or are preparing for positions as principals, inspectors, or administrators in Ontario.

212. Supervision (Professor Flower, Professor R. D. Phillips)

Principles, problems and procedures of educational supervision, with emphasis on a co-operative approach to the improvement of instruction. Functions of supervisors at various levels, including those of the school principal. This unit may be taken with emphasis either on elementary or on secondary education.

214. Administration of Public Education in Canada
(Professor Flower)

Principles, problems and procedures of educational administration, including consideration of such topics as the governmental structure of education, centralization and decentralization, internal organization of school systems, personnel and business administration. Comparisons between various provinces will be stressed throughout the course, with reference to patterns in other countries as well.

217. Educational Finance (Mr. Rideout)

The financial support of education at the various levels of government. Principles and practices of grant structure and distribution; problems of assessment, tax collection, budgeting; the relationship of the financial support of education to that of other governmental functions.

Not offered in 1958.

311. Seminar in Supervision
(Staff members as above and Professor Tait)

A seminar for advanced students, on selected current problems and issues in the supervision of education.

312. Seminar in Administration (Staff members as above)

A seminar for advanced students, on selected problems and developments in educational administration.

PSYCHOLOGY AND GUIDANCE

221. Psychology Applied to Elementary Education
(Professor Pitt, regular session;
Professor Bernhardt, Summer Session 1958)

The psychology of children of elementary school age: their physical, motor, social, emotional, moral, and mental development. The psychology of learning: systematic theories, motivation, transfer, etc. The psychology of certain elementary school subjects.

222. Psychology Applied to Secondary Education (Professor Pitt)

The psychology of children of pre-adolescent and adolescent age: their physical, motor, social, emotional, moral and mental development. The adolescent and society. The psychology of learning: systematic theories, motivation, transfer, etc. The psychology of certain secondary school subjects.

Not offered in Summer Session 1958.[1]

[1]Professor Bernhardt, in Education 221 as offered in the Summer Session 1958, will include topics ordinarily found in Education 222.

225. Introduction to Personality Theory in Relation to Education (.....)

The relationship between personality theory and research and research and theory in other areas of psychology; an examination of the structure and dynamics of personality as seen in three or four of the major contemporary theories—perhaps Freud, Sullivan, Lewin, Allport; particular consideration of the relevance of these to the teacher-pupil and administrator-teacher relationships.

Not offered in 1958.

226. Mental Health in Education (Professor Line)

The factors involved in child development (pre-school period, early school years, intermediate years, adolescence) and the difficulties and problems of each period. The preventive and remedial phases of mental health.

227. Introduction to Guidance (Professor Parmenter)

Basic principles and current practices in educational and vocational guidance, with a discussion of diagnosis, counselling, and the place of group work, in a student personnel programme.

Not offered in 1958.

321. Advanced Education Psychology (Professor Pitt)

A seminar approach will be employed for studying selected topics in child psychology, the psychology of adolescence, and the psychology of learning.

322. Individual Psychological Testing (.....)

The administration and interpretation of the Revised Stanford-Binet, the Wechsler-Bellevue, and the Grace-Arthur Performance Tests. An acquaintance with selected projective techniques. Only students with an adequate knowledge of psychological theory will be accepted.

323. Advanced Work in Guidance (Professor Parmenter)

Intensive study, for students specializing in guidance, of selected problems and practices in this field.

CURRICULUM AND METHODS

235. Current Practices in Elementary Education (Professor Tait)

A study of general methods, specific methods, procedures and techniques as applied in modern elementary schools. An examination of experiments in methodology including laboratory systems, unit plans and enrichment programmes.

Not offered in 1958.

236. Curriculum Development (Mr. McCarthy)

Principles, problems, experiments, trends in curriculum development in elementary and secondary schools. Factors involved in leadership in curriculum development and the improvement of instruction. Analysis of curriculum programme in relation to modern concepts of curriculum.

238. Diagnosis and Remedial Instruction (Miss Harvie)

Study of pupil difficulties and techniques of preventive and remedial teaching, with special emphasis on practices suitable for typical classrooms; use of diagnostic tests, observations and examinations and interpretation of the results.

239. Adult Education (Dr. Kidd)

History and organization of adult education in Canada; a survey of current philosophies of education in the adult field; psychology of learning for adults; problems of administration and presentation of adult education, and allied topics.

Not offered in 1958.

240. Current Practices in Secondary Education (Mr. T. O. W. Fowler)

Study of general methods, specific methods, procedures and techniques as applied in modern secondary schools. Examination of some experiments in methodology.

MEASUREMENT AND STATISTICS

241. Educational Measurement and Evaluation I (Professor H. M. Fowler)

A beginning course in educational measurement and evaluation, designed to introduce students to theoretical concepts of measurement and evaluation such as reliability and validity of tests. More technical aspects are given only general treatment. The course deals almost entirely with measuring devices required by classroom teachers. Topics included are: the role of evaluation in the schools; general principles of evaluation; types of devices for measurement and evaluation; teacher-constructed tests, essay-type and objective-type; survey of available standardized tests of achievement; the school testing programme; interpretation of test results; using marks and test scores to improve school work.

242. Elementary Statistics (Dr. Fleming, regular session; Mr. Flowers, Summer Session 1958)

An introductory course dealing largely with descriptive statistics. Some of the general implications of statistical inference are also presented. A mathematical background is not required.

243. Intermediate Statistics (Professor Jackson, regular session; Dr. Fleming, Summer Session 1958)

A first course in statistical inference. Emphasis will be placed on tests of statistical hypotheses expressed in terms of means, frequencies, and proportions. A knowledge of mathematics is not essential.

246. Educational Measurement and Evaluation II (Dr. Fleming)

A second course in educational measurement and evaluation. Theoretical concepts of measurement, such as test reliability and test validity, are treated comprehensively. Attention is centred upon evaluating such functions as aptitude, attitude, interests, and various aspects of personality. Devices such as questionnaires, rating scales, autobiographies, and sociometric scales, will be considered theoretically and practically. General principles of constructing tests and other evaluating devices will be introduced. Attention will be paid to statistics required in processing test scores. Other topics to be considered are the following: general principles of evaluation (as applied to tests other than achievement tests); classifications of tests; survey of personality and aptitude tests; more technical aspects of test score interpretation.

341. Theory and Practice of Test Construction (Dr. Fleming)

A course dealing with the technical and other problems involved in the construction of standardized tests. Students are given an opportunity to design and try out tests and to analyze the results. The emphasis is on practical work.

342. Advanced Statistics (Professor Jackson)

A course in design of experiments and multivariate analysis of data. Major topics include linear and multiple regression, with associated tests of hypotheses, analysis of variance for simple and complex experimental designs, and the use of analysis of covariance. A knowledge of calculus is not essential.

RESEARCH AND SPECIAL STUDIES
(In All Fields)

Offerings in this section are grouped here for convenience, since they are not limited to any one of the special fields detailed above.

251. Research in Education (Professor H. M. Fowler)

Nature of scientific thinking. Finding and defining the research problem. Advantages, disadvantages, limitations and theoretical aspects of various methods of doing research in education. Location, evaluation, analysis and presentation of data. The research report.

252. Individual Study and Problems

In order to provide flexibility in rounding out an individual student's background, and in keeping with his particular scholarly and professional interests, provision is made under this heading for qualified students, individually or in small groups, to obtain course credit for directed specialized study. Such studies may be in any of the special fields in which instruction is offered. Arrangements should be made by the individual advanced graduate student and the appropriate staff member, subject to approval of the study plan by the Supervisor of Graduate Students. Course credit can NOT be obtained under this heading for a thesis investigation proper, although the specialized study may be closely related to the topic of a thesis.

351 Specialized Research Methods (Appropriate staff members)

An advanced course in research design, with special attention to various types of research methodology appropriate to the investigation of specific problems in education.

Seminar in Education

This seminar, attended by advanced graduate students and by members of the faculty, provides candidates for the doctorate with an opportunity to present an outline of the problem they propose to investigate for their dissertation, and to discuss and defend the procedures they intend to use. This seminar carries no course credit, but all candidates for the doctorate are required to attend it for at least one academic session. Candidates proceeding to a master's degree by thesis may also attend at the discretion of the committee administering education courses.

GENERAL INFORMATION

Application and Registration

Copies of application forms are available from the Supervisor of Graduate Students. Students should complete these forms and submit them by mail or in person to arrive as follows:

March 1—March 31 for the 1958 Summer Session
September 15 for the 1958–59 Session.

Final registration will take place at the Ontario College of Education at 2 p.m., Wednesday, July 2 for the 1958 Summer Session and at 10 a.m., Monday, September 29 for the 1958–59 Regular Session.

Study in Summer Session

March 1–31 has been established as a period of advance enrolment for the summer session in order to allow time for preparatory reading. Soon after acceptance of application forms from a student, he will be notified of such readings as may be recommended for the unit he has selected. He is strongly advised to complete such preparatory reading in advance of the necessarily concentrated summer session.

Although examinations will be held at the end of the six-week summer session, in most units students will be required to complete and submit additional term work before the end of November. Final grades will be mailed by the end of December.

Students may enrol for not more than two units in a summer session.

Examinations

All examinations will be held at the Ontario College of Education. Final examinations in each unit will be scheduled at the end of the regular session or summer session in which the unit is offered. Students must sit for the final examination at that time. In case of serious illness, or failure to pass the examination, a student may make application to the Supervisor of Graduate Students to write the examination, without further fee, on a subsequent occasion when the unit is offered. No student will be permitted to write the examination in any unit more than twice without reattending the classes in that unit and paying fees as if it were an additional unit; similarly no student will be permitted to write an examination for a unit more than two calendar years from his fulfilling attendance requirements for that unit. Pass standing above the B.Ed. level is 66%.

Elementary-School Inspector's Certificate

The Ontario Department of Education issues an Elementary-School Inspector's Certificate to those who meet requirements as laid down by the Ontario Department of Education. One of those requirements is successful completion of Education 221 *or* 241, Education 211 *or* 214, Education 212 *or* 235, and one other unit. Certain units formerly offered by the College are also acceptable under the Regulations. Details are

available from the Supervisor of Graduate Students, or from the Ontario Department of Education.

In this connection an Internship Plan is operated jointly by the Ontario College of Education and the Ontario Department of Education. The purpose of the plan is to provide practical field experience in supervision and administration for graduate students who are, or may be, candidates for the Ontario Elementary-School Inspector's Certificate. Under this plan selected students may spend two weeks with a provincial school inspector in the field. Credit will be given for this experience in Education 211 and/or 212. Details are available from the Supervisor of Graduate Students.

Living Accommodation

Rooms for a limited number of students are available in university residences at a cost of approximately $3 per day. Men should address inquiries to the Secretary, Men's Residences, Room 222, Simcoe Hall, University of Toronto; women should write to Mrs. H. A. Innis, 79 St. George St., Toronto. Meals can be obtained at reasonable rates in Hart House.

A list of rooms and apartments in private homes near the College is available from the Supervisor of Graduate Students. Room rents vary considerably depending upon the quality of accommodation and location, but students should expect to pay about $9 to $10 a week for suitable quarters.

FEES

Fees are payable at the Chief Accountant's Office of the University of Toronto when the student's application forms have been approved and returned to him for payment.

SCHEDULE OF FEES

(including registration, examination, incidental, and degree fees)

Courses leading to professional degrees—B.Ed., M.Ed., Ed.D.:

regular session	$220
summer session	$110
supervision of thesis	$110

Courses leading to the M.A. and Ph.D. degrees, including supervision of thesis:

regular session, full time

men	$310
women	$295

Graduate courses for students not proceeding, or not immediately proceeding, to a degree:

regular session:	one graduate course	$75
	each additional course	$65
	half course, or unit	$40
summer session:	one unit	$60
	two units	$110

FELLOWSHIPS AND OTHER FINANCIAL ASSISTANCE FOR STUDENTS

1. *The William Pakenham Fellowship in Education*

The late William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct in behalf of the activities of the Ontario College of Education.

Accordingly a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Senate. The Fellowship shall be awarded at such intervals and have such value (not to exceed $3,000) as the Senate, on the recommendation of the Council of the Ontario College of Education, may from time to time determine. Applicants must be residents of Ontario, holding a Bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

Applications shall be made on or before March 1st to the Secretary, Ontario College of Education.

2. *Graduate and Research Assistantships*

Two graduate assistantships are available for students proceeding to advanced degrees in the Ontario College of Education. Interested persons should consult the Supervisor of Graduate Students.

A limited number of research assistantships in the Department of Educational Research and the Guidance Centre are also available each year. Interested students should consult the Director of the Department of Educational Research and the Director of the Guidance Centre.

These part-time assistantships carry stipends of up to $2,000.

3. *Fellowships Tenable for Graduate Study in Any Department of the University of Toronto*

The following awards are open to qualified graduate students proceeding to degrees offered in any department of the University. Application forms can be secured from the Secretary of the School of Graduate Studies, and completed applications must be submitted to him before March 1st.

(a) University of Toronto Open Fellowships—four fellowships valued at $1,250 plus academic fees and six fellowships valued at $1,000 plus academic fees are open for competition annually. Preference has been given to applicants whose fields of study lie in the humanities and social sciences. Applicants must have demonstrated a capacity for graduate work.

(b) R. V. LeSueur Fellowship, provided by Imperial Oil Ltd., in memory of R. V. LeSueur, Esq., of the value of $500 with $236 free tuition.

In making this award preference will be given to candidates who are graduates of the universities of Canada outside Ontario.

(c) Fellowships will be awarded from funds donated by the late Sir Joseph Flavelle, Bart., to be known as "The Sir Joseph Flavelle Fellowships," the value of the Fellowships not to exceed $1,000.

(d) The George Sidney Brett Memorial Fellowship

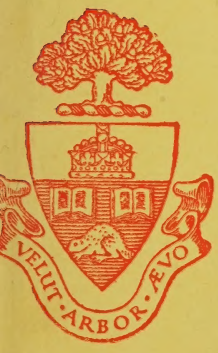
This fellowship, the gift of friends of the late George Sidney Brett, Dean of the School of Graduate Studies, Professor of Philosophy in the University and Professor of Ethics in University College, is open to graduates of any recognized University proceeding to a degree in the University of Toronto in any field of graduate study. The value of this Fellowship is the income from the fund of $20,000.

4. *Canada Council Awards*

The Canada Council has announced a series of awards, tenable in the graduate faculty of any university, which include the following of interest to students in Education: (i) Pre-Master's Degree Scholarships of an average value of $1,200; (ii) Pre-Doctor's Degree Fellowships of an average value of $2,000 plus travel allowance; (iii) awards of an average value of $2,000 plus travel allowance for teachers in secondary schools to improve their qualifications; and (iv) grants of $300 to $700. for short term work in the summer or part of a year. Application forms are available from the Secretary, The Canada Council, 140 Wellington Street, Ottawa, Canada.

UNIVERSITY OF TORONTO

Courses Leading To Graduate Degrees In Education 1959-1960



Ontario College of Education
371 Bloor Street West
Toronto 5, Ontario

For information regarding courses leading to professional certificates and the work of the College generally, see the *Calendar of the Ontario College of Education.* For information regarding courses in library science, see the *Calendar of the Library School,* Ontario College of Education.

UNIVERSITY OF TORONTO

Courses Leading To Graduate Degrees In Education 1959-1960

Ontario College of Education
371 Bloor Street West
Toronto 5, Ontario

UNIVERSITY OF TORONTO PRESS
1959

CONTENTS

	Page
Administrative Officers	5
Application and Registration	21
Calendar, 1959–60	4
Elementary-School Inspector's Certificate	21
Examinations	21
Fees	22
Fellowships and Other Financial Assistance	23
Graduate Degree Programmes in Education	
Bachelor of Education	8
Master of Education	9
Doctor of Education	10
Master of Arts	12
Doctor of Philosophy	12
Late Afternoon Classes in Regular Session	21
Living Accommodation	22
Summer Session	21
Teaching Faculty	6
Units of Instruction	13

Please address all enquiries concerning graduate work in education to

DIRECTOR OF GRADUATE STUDIES,
ONTARIO COLLEGE OF EDUCATION,
371 BLOOR ST. W.,
TORONTO 5, ONTARIO.

CALENDAR, 1959–60

1959	March 1–31	Advance enrolment for the 1959 Summer Session. Preparatory reading assignments available.
	April 13–17	Examinations, 1958–59 Regular Session.
	May 27, 28, 29	Spring Convocation.
	June 29	Summer Session registration—1 p.m.
	June 30	First lectures of the Summer Session.
	July 1	Dominion Day.
	August 7	Last lectures, Summer Session.
	August 10, 11, 12	Examinations, Summer Session.
	September 28	Regular Session registration—10 a.m.
	October 12	Thanksgiving Day.
	November 11	Remembrance Day Service.
	November 27	Autumn Convocation.
	December 18	Last lectures, Autumn Term.
1960	January 4	First lectures of the Winter Term.
	March 1–31	Advance enrolment for the 1960 Summer Session. Preparatory reading lists available.
	April 5	Last lectures, Regular Session.
	April 6–14	Examinations, 1959–60 Regular Session.
	May 25, 26, 27	Spring Convocation.

Administrative Officers

THE UNIVERSITY

President	C. T. Bissell, M.A., PH.D., F.R.S.C.
Vice-President	M. G. Ross, M.A., ED.D.
Registrar	J. C. Evans, B.A.
Chief Librarian	R. H. Blackburn, M.A., B.L.S., M.S.

ONTARIO COLLEGE OF EDUCATION

Dean	B. C. Diltz, M.A.
Secretary of the College	Miss A. A. L. Elliott, B.A.
Librarian	Miss D. A. Thompson, B.A.
Director of Graduate Studies	C. E. Phillips, B.A., D.PAED.

SCHOOL OF GRADUATE STUDIES

Dean	A. R. Gordon, O.B.E., M.A., PH.D., F.R.S.C.
Associate Dean, Division I (including Educational Theory)	C. R. Myers, M.A., PH.D.
Associate Dean, Division II	K. C. Fisher, M.A., PH.D., F.R.S.C.
Secretary	J. H. Sword, M.A.

TEACHING FACULTY FOR DEGREE PROGRAMMES IN EDUCATION, 1959–60

ONTARIO COLLEGE OF EDUCATION

B. C. Diltz, M.A.
Dean of the Ontario College of Education

D. F. Dadson, B.A., B.Ed.
Professor of Education and Supervisor of Practice Teaching

W. G. Fleming, B.A., Ed.D.
Lecturer in Educational Research

G. E. Flower, M.A., Ed.D.
Associate Professor of Education

J. F. Flowers, B.P.H.E., Ed.D.
Lecturer in Educational Research

H. M. Fowler, B.A., Ed.D.
Professor of Education

R. W. B. Jackson, B.A., Ph.D.
Professor of Educational Research and Director of the Department of Educational Research

M. D. Parmenter, M.A.
Professor of Guidance and Director of the Guidance Centre

C. C. Pitt, M.A., B.Paed., Ph.D.
Professor of Education

C. E. Phillips, B.A., D.Paed.
Professor of Education and Director of Graduate Studies

E. Brock Rideout, B.A.
Lecturer in Educational Research

A. F. Skinner, M.A., B.Sc., Ph.D., F.E.I.S.
Professor of Education

G. E. Tait, B.A., B.Paed., Ed.D.
Professor of Elementary Education

SESSIONAL LECTURERS

In addition to members of the faculty of the Ontario College of Education, the following will offer courses in 1959–60:

H. O. BARRETT, B.A., D.PAED.
Head of Guidance Dept., North Toronto Collegiate Institute.

K. S. BERNHARDT, M.A., PH.D.
Professor of Psychology, University of Toronto, and Assistant Director of the Institute of Child Study

H. M. COVELL, M.A., ED.D.
Associate Professor of Education, University of British Columbia

MISS MARIAN K. HARVIE, B.A.
Child Guidance Clinic, Board of Education, Toronto

O. HALL, M.A., PH.D.
Professor of Sociology, University of Toronto

J. R. KIDD, M.A., ED.D.
Director, Canadian Association for Adult Education

A. S. MOWAT, M.A., B.ED.
Professor of Education, Dalhousie University

K. F. PRUETER, B.A., B.PAED., ED.D.
Superintendent of Public Schools, Etobicoke, Ontario

F. K. STEWART, M.A., M.ED.
Executive Secretary, Canadian Education Association

D. C. WILLIAMS, M.A., PH.D.
Director, Department of University Extension, and Professor of Psychology, University of Toronto

GRADUATE DEGREE PROGRAMMES IN EDUCATION

The Ontario College of Education offers programmes of study leading to the graduate degrees of Bachelor of Education, Master of Education, Master of Arts, Doctor of Education and Doctor of Philosophy. Programmes for all but the B.Ed. are under the School of Graduate Studies.

The B.Ed., M.Ed. and Ed.D. are designed chiefly for the professional improvement of qualified and experienced teachers pursuing a career in the work of the schools. The M.A. and Ph.D. programmes tend to place less emphasis on education in the professional sense. A student may be admitted as a candidate for one of the several degrees. Alternatively he may enrol simply as a graduate student if he does not meet all requirements for admission as a degree candidate, or if he does not wish to proceed immediately to a degree.

Graduate courses in education are offered both in regular sessions and summer sessions. While it is possible to complete residence requirements for the B.Ed. and M.Ed. through attendance at summer sessions only, varying periods of full-time attendance in regular sessions are required for other degrees as outlined below.

Degree of Bachelor of Education

(1) For admission as a candidate for the degree of Bachelor of Education an applicant shall (a) hold a university degree acceptable to the Ontario College of Education, (b) hold a certificate as a teacher valid in Ontario issued after an approved course in a recognized training school, or a certificate valid elsewhere and deemed to be equivalent by the College, and (c) have completed at least one year's successful teaching experience subsequent to having obtained a teaching certificate.

(2) To gain admission students should write to the Director of Graduate Studies for an application form. All applicants must return this form with transcripts *in duplicate* of their record in undergraduate work. Ontario teachers must give the name and number of their professional certificates, the date of their attendance at the Ontario College of Education or at a Teachers' College, and facts about their professional experience in Ontario. Other teachers must submit a professional certificate (or two photostatic copies), transcripts *in duplicate* of their professional training, and facts supported by a letter or other official evidence of successful experience as a teacher.

(3) To complete requirements for the degree the candidate shall be in attendance at the Ontario College of Education for a minimum of one summer session, and shall obtain standing on Education 101 and 102 as

listed under Units of Instruction (page 13). Standing in a course is defined as a minimum of 60 per cent. B.Ed. candidates are also required to attend additional lectures on sources of information about education and on reading educational materials of a technical nature.

Degree of Master of Education

(1) For admission as a candidate for the degree of Master of Education an applicant shall hold the degree of Bachelor of Education from the University of Toronto with standing of at least 66 per cent in each of Education 101 and 102, or the applicant shall have qualifications and graduate standing deemed equivalent by the committee administering education courses.

(2) To gain admission students should write to the Director of Graduate Studies for an application form. Those who do not hold a Bachelor of Education degree from the University of Toronto must return the completed form along with: (a) transcripts *in duplicate* of their record in undergraduate work, in professional training, and in subsequent graduate work; (b) a professional certificate or two photostatic copies; (c) facts supported by a letter or other official evidence regarding their successful experience as a teacher.

(3) Candidates who have credit for graduate work in education at other universities beyond requirements for admission as an M.Ed. candidate may be granted credit for not more than two units in the M.Ed. programme.

(4) To complete minimum residence requirements for the degree the candidate shall be in attendance at the Ontario College of Education beyond the B.Ed. for one regular session *or* three summer sessions, except that a candidate proceeding to the M.Ed. by thesis (see (6) below) need not attend the final summer session.

(5) A candidate seeking to complete the M.Ed. without thesis shall obtain standing on six of the units of instruction. Units are grouped in five broad fields: History and Philosophy of Education, Administration and Supervision, Psychology and Guidance, Curriculum and Methods, and Measurement and Statistics. A candidate shall select two units, or not more than three, from one of these fields, with the remaining courses spread over at least two of the other broad fields.

To meet the needs of the individual student arrangements can also be made, through the Director of Graduate Studies, to substitute approved graduate courses in other departments of the University for one or two of the required six units. It may also be possible, in the individual case, to plan a master's programme in advance in such a way that a portion of the required work will be done at another university, with prior approval of the committee administering education courses.

(6) Candidates may seek permission to proceed to the M.Ed. by thesis. Ordinarily such permission will be granted to students who have

obtained A standing (75 per cent or more) in two of the units of instruction. Candidates planning to proceed later to the degree of Doctor of Education are particularly advised to attempt the thesis option.

A candidate proceeding to the M.Ed. by thesis shall obtain standing on four units of instruction. He is advised to select Education 251, Research in Education, as one of his units. The thesis shall be on some approved topic, embodying the results of an original study conducted by the student. A statement on "Requirements Applicable to Masters' Theses" is available on request from the Director of Graduate Studies.

(7) If a candidate for the degree of Master of Education does not complete requirements for the degree within six calendar years from the date of his acceptance as an M.Ed. candidate, his candidature will lapse. He may subsequently apply for re-admission, and may be so admitted by action of the committee administering education courses. Additional requirements, however, may be demanded of him at that time.

Degree of Doctor of Education

(1) An applicant for admission to the Ed.D. programme shall ordinarily hold the degree of Master of Education with high standing from the University of Toronto. Applicants holding a master's degree from another institution must submit the following to the Director of Graduate Studies for evaluation: (i) transcripts of all academic work; (ii) proof, if such is not included in the transcripts, of having received professional training as a teacher; (iii) proof of certification as a teacher, including full information about the certificate held; (iv) evidence of at least one year's successful experience as a teacher; (v) a copy of the master's thesis, if the applicant wrote such a thesis; (vi) the name of the applicant's faculty adviser at the university where the master's degree was obtained. With the exception of (v) and (vi), *all must be submitted in duplicate.*

(2) Acceptance as a candidate for the degree of Doctor of Education will also depend upon the applicant's score on a qualifying examination, and his successful completion of a qualifying research project. For 1959–60 the qualifying examination will consist of the Aptitude Test and the Advanced Test in Education of the Graduate Record Examinations offered by the Educational Testing Service of Princeton, New Jersey. Applicants who have already taken these tests should submit details of time and place to the Director of Graduate Studies. A statement on "Requirements Applicable to the Qualifying Research Project" is available from the Director of Graduate Studies.

An applicant who completed the requirements for the Master of Education degree at the University of Toronto by thesis may, if the committee administering education courses judges the thesis to be of sufficiently high quality, be excused from the qualifying research project. Similar consideration may be given by the committee at its discretion

to a thesis submitted as part of the requirements for a graduate degree at another university.

(3) To complete residence requirements for the degree of Doctor of Education a candidate shall be in attendance at the Ontario College of Education beyond the M.Ed. for one regular session.[1]

(4) Course requirements will be standing on a minimum of four units of instruction, the choice of which will be determined by the candidate's professional interests and the nature of his proposed dissertation. Education 251, Research in Education, shall be one of the four units if the candidate has not already obtained credit for this unit. With the prior approval of the committee administering education courses, in individual cases appropriate graduate offerings of other departments of the University may be substituted for one or two of the required units; in any case a candidate's proposed plan of studies is subject to approval by the committee. A doctoral candidate may also wish to audit various University offerings aside from the required units as preparation for his dissertation. All candidates for the doctorate are required to attend the Seminar in Education (see page 20).

(5) The further and major requirement for the degree is the completion of a doctoral dissertation. A statement on "Requirements Applicable to Doctoral Dissertations" is available from the Director of Graduate Studies.

As early as possible during his period in residence a candidate should select a tentative topic and seek opinions in the seminar and by consultation with the staff regarding its suitability. When he has completed his plan the candidate will be required to present an outline of his proposed study for discussion in the seminar. He must at that time or subsequently obtain formal approval of his proposal from the committee administering education courses. Under no circumstances will a dissertation be examined for credit unless the topic and outline have received this initial approval.

After a completed dissertation has been approved by the examiners, the candidate shall furnish the Secretary of the School of Graduate Studies with four bound copies and shall make arrangements to publish the dissertation or an approved abstract thereof. If the candidate publishes only an abstract of his dissertation, he shall furnish the Secretary of the School of Graduate Studies with 25 copies of the abstract.

(6) If a candidate's thesis has not been submitted and accepted within five calendar years from the date of his acceptance as an Ed.D. candidate, his candidature will lapse. He may subsequently apply for re-admission, and may be so admitted by action of the committee administering education courses. Additional requirements, however, may be demanded of him at that time.

[1]Students formally admitted to doctoral candidacy before January 1, 1959, will be permitted to complete requirements for the degree of Doctor of Education in the manner described on pages 57 and 58 of the calendar of O.C.E. for 1957-58, provided that they shall have completed all course work before July 1, 1960.

Degrees of Master of Arts and Doctor of Philosophy

The Ontario College of Education as the Department of Educational Theory of the School of Graduate Studies offers courses leading to the degrees of M.A. and Ph.D. Courses for these degrees are taken in regular academic sessions.

Complete information concerning these degrees is given in the calendar of the School of Graduate Studies, University of Toronto. The following statements are included here for convenience only.

Full qualifications for admission to these courses are: an honours degree in Arts from the University of Toronto, or its equivalent; and a year of professional training at an approved university followed by successful experience as a teacher. But graduates of a pass or general course and graduates who lack the above professional training or experience as teachers may be admitted as candidates for these degrees after they have completed prerequisite courses prescribed to meet their particular needs.

Fully qualified candidates for the degree of Master of Arts may complete their course work in one regular session. The course requirements are two courses[1] in the Department of Educational Theory and one course in another department of the University. In addition a candidate for the M.A. degree will submit a thesis. In exceptional cases, at the discretion of the Department, additional course work may be substituted for the thesis.

Fully qualified candidates for the degree of Doctor of Philosophy may complete attendance requirements in three regular sessions, or in two regular sessions if they hold an M.A. degree in Educational Theory from this university, or the equivalent. Requirements for the degree ordinarily include: two minor courses, of which at least one shall be in some other department of the University; a major (ordinarily a composite of at least two courses) representing intensive work in one of the fields indicated under Units of Instruction on the following pages; a reading knowledge of French and German; and a doctoral thesis on some approved topic related to the student's major field.

[1]One graduate course is ordinarily the equivalent of two education units.

UNITS OF INSTRUCTION

Units of instruction, each equivalent to one half-course as defined by the School of Graduate Studies, are offered as detailed below. Two units constitute a full-time programme in the summer session, six units a full-time course programme in the regular session.

A student's eligibility for enrolment in any unit is subject to approval by the committee administering education courses.

Key to Numbering of Units

(a) Units numbered in the 100's are required for the B.Ed. degree, although they may be taken for M.Ed. credit by students who are granted the equivalent of B.Ed. standing for graduate work done elsewhere. These courses are offered in regular sessions and in summer sessions every year.

(b) Units numbered in the 200's are offered in regular sessions and in summer sessions. Those with numbers ending in 1, 2, 3, and 4 are offered every year; those with numbers ending in 5, 7, and 9 are ordinarily offered in odd-numbered years (e.g. Summer Session 1959, and Regular Session 1959–60); those with numbers ending in 6, 8, and 0 are ordinarily offered in even-numbered years (e.g. Summer Session 1960, Regular Session 1960–61).

(c) Units numbered in the 300's are advanced or specialized courses at the doctoral level and ordinarily are offered only in regular sessions and only when there is sufficient demand.

HISTORY AND PHILOSOPHY OF EDUCATION

101. Our European Heritage (Professor Skinner, regular session; Professor Mowat, Summer Session 1959)

A review of the educational thought and practice of the educationists of the past considered to be most outstanding and most influential in the history of European education to the present day: including, where appropriate, references to sources which have influenced education in Canada and the United States. A closer study of more recent educational thought in Europe, and the more recent history of educational developments in Britain. Educational provision in Britain in the last two centuries, with particular reference to rapidly changing social conditions, to increasing State intervention, and to the growth, features and problems of the national system of education in England today.

102. Our North American Background (Professor C. E. Phillips, regular session; Professor Tait and Mr. Stewart, Summer Session 1959)

A survey of the history of education in Canada, covering: (i) education in different parts of Canada prior to the establish-

ment of school systems under public control; (ii) the growth of public education, the history of provincial systems, and topical study of various aspects of their administration; (iii) the development of educational thought in Canada and topical study of various aspects of curriculum and method. Concomitant references to the development of public education in the United States.

206. Comparative Education (.....)

A comparative study of the educational systems, their problems and practices, in such countries as Great Britain, U.S.A., France and the U.S.S.R., and in other countries as time may permit or as the interests of students may determine. Attention will be given not merely to the factual data of organization and administration but also to the educational thought supporting them, to contrasts and similarities in problems and solutions relative to education in Canada, and to the understanding in some degree of the social, economic, historical or other factors which have fashioned the development of these systems.

Not offered in 1959.

207. Educational Sociology (Professor Hall)

The school in its contemporary social setting, including such topics as the following: the work setting—school status and authority systems; the teacher in the school setting—models of the job, types and stages of careers; the community setting—social class, ethnic and religious groups in relation to the school; social change and the school—the impact of technology, patterns of community growth.

208. Modern Philosophies of Education (Professor C. E. Phillips)

Traditional and environmental influences on social and educational thought; current philosophies of education; possible explanations of different points of view; ideas of various thinkers on educational issues; Canadian attitudes; constructing a philosophy of education.

Not offered in 1959.

210. History of Education in Canada (Professor C. E. Phillips)

The educational history of five representative provinces. Topical study of the development in Canada of educational administration and finance, of the role in education of the church and federal government, of new educational thought in relation to social change, of curriculum and methods, of teacher education, and of some other aspects of education to be decided in class.

301. History of Educational Thought to 1750 (Professor Skinner)

A study, in general, of the influence of educational thought to 1750 in shaping the developing conceptions of the aims and mean-

ing of the educational process: its contribution towards a sound basis for the interpretation and appreciation of modern theories and practices. The writings and influence of prominent thinkers: in particular, of the great educational figures of the ancient Graeco-Roman period, of some of the outstanding figures of the pre-Renaissance and Renaissance centuries: of the immediate forerunners of modern education in the seventeenth century.

302. History of Education in Great Britain (Professor Skinner)

A study of the origins and development of contrasting educational traditions and educational provision in the constituent countries of Great Britain. Consideration of social and religious and other factors of influence as well as reference to outstanding people whose thought or practices influenced contemporary and subsequent developments. More detailed attention to the more recent history of developments in education, chiefly in England, with a view to an understanding of the purposes and problems of a highly influential system of modern education, whose main features are those of complexity, variety, and flexibility, and of the articulation of its various stages and parts.

303. History of Education in the U.S.A. (Professor C. E. Phillips)

A survey of social and political developments related to education and of educational developments in the United States, with emphasis on the north eastern states and intensive study of aspects which are of special interest to the student group.

304. History of Education in Ontario (Professor C. E. Phillips)

Intensive study of major educational developments in this province.

305. Seminar in History and Philosophy of Education (Staff members as above)

A seminar for detailed study of selected topics, offered in regular session only and when there is sufficient demand. Ordinarily limited to advanced graduate students specializing in the field of history and philosophy of education.

ADMINISTRATION AND SUPERVISION

211. School Law and Administration of Education in Ontario (Professor Dadson)

A course illustrating the major problems in the administration of education through a detailed study of school law and practice in Ontario; designed in particular for those who hold or are preparing for positions as principals, inspectors, or administrators in Ontario.

212. Supervision (Professor Flower, regular session; Dr. Prueter, Summer Session 1959)

Principles, problems and procedures of educational supervision, with emphasis on a co-operative approach to the improvement of

instruction. Functions of supervisors at various levels, including those of the school principal.

214. Administration of Public Education in Canada
(Professor Flower)

Principles, problems and procedures of educational administration, including consideration of such topics as the governmental structure of education, centralization and decentralization, internal organization of school systems, personnel and business administration. Comparisons between various provinces will be stressed throughout the course, with reference to patterns in other countries as well.

217. Educational Finance (Mr. Rideout)

The financial support of education at the various levels of government. Principles and practices of grant structure and distribution; problems of assessment, tax collection, budgeting; the relationship of the financial support of education to that of other governmental functions.

311. Seminar in Supervision
(Staff members as above and Professor Tait)

A seminar for advanced students, on selected current problems and issues in the supervision of education.

312. Seminar in Administration (Staff members as above)

A seminar for advanced students, on selected problems and developments in educational administration.

PSYCHOLOGY AND GUIDANCE

221. Psychology Applied to Elementary Education
(Professor Pitt, regular session;
Professor Bernhardt, Summer Session 1959)

The psychology of children of elementary school age: their physical, motor, social, emotional, moral, and mental development. The psychology of learning: systematic theories, motivation, transfer, etc. The psychology of certain elementary school subjects.

222. Psychology Applied to Secondary Education
(Professor Pitt, Regular Session;
Dr. Barrett, Summer Session 1959)

The psychology of children of pre-adolescent and adolescent age: their physical, motor, social, emotional, moral and mental development. The adolescent and society. The psychology of learning: systematic theories, motivation, transfer, etc. The psychology of certain secondary school subjects.

225. Introduction to Personality Theory in Relation to Education (Professor Williams)

The relationship between personality theory and research and research and theory in other areas of psychology; an examination of the structure and dynamics of personality as seen in three or four of the major contemporary theories—perhaps Freud, Sullivan, Lewin, Allport; particular consideration of the relevance of these to the teacher-pupil and administrator-teacher relationships.

226. Mental Health in Education (.....)

The factors involved in child development (pre-school period, early school years, intermediate years, adolescence) and the difficulties and problems of each period. The preventive and remedial phases of mental health.

Not offered in 1959.

227. Introduction to Guidance (Professor Parmenter)

Basic principles and current practices in educational and vocational guidance, with a discussion of diagnosis, counselling, and the place of group work, in a student personnel programme.

321. Advanced Educational Psychology (Professor Pitt)

A seminar approach will be employed for studying selected topics in child psychology, the psychology of adolescence, and the psychology of learning.

322. Individual Psychological Testing (.....)

The administration and interpretation of the Revised Stanford-Binet, the Wechsler-Bellevue, and the Grace-Arthur Performance Tests. An acquaintance with selected projective techniques. Only students with an adequate knowledge of psychological theory will be accepted.

323. Advanced Work in Guidance (Professor Parmenter)

Intensive study, for students specializing in guidance, of selected problems and practices in this field.

CURRICULUM AND METHODS

235. Current Practices in Elementary Education (Professor Covell)

A study of general methods, specific methods, procedures and techniques as applied in modern elementary schools. An examination of experiments in methodology including laboratory systems, unit plans and enrichment programmes.

236. Curriculum Development (.....)

Principles, problems, experiments, trends in curriculum development in elementary and secondary schools. Factors involved in leadership in curriculum development and the improvement of instruction. Analysis of curriculum programme in relation to modern concepts of curriculum.

Not offered in 1959.

238. Diagnosis and Remedial Instruction (Miss Harvie)

Study of pupil difficulties and techniques of preventive and remedial teaching, with special emphasis on practices suitable for typical classrooms; use of diagnostic tests, observations and examinations and interpretation of the results.

Offered in Summer Session 1959.

239. Adult Education (Dr. Kidd)

History and organization of adult education in Canada; a survey of current philosophies of education in the adult field; psychology of learning for adults; problems of administration and presentation of adult education, and allied topics.

240. Current Practices in Secondary Education (.....)

Study of general methods, specific methods, procedures and techniques as applied in modern secondary schools. Examination of some experiments in methodology and organization.

MEASUREMENT AND STATISTICS

241. Educational Measurement and Evaluation I
(Professor H. M. Fowler)

A beginning course in educational measurement and evaluation, designed to introduce students to theoretical concepts of measurement and evaluation such as reliability and validity of tests. More technical aspects are given only general treatment. The course deals almost entirely with measuring devices required by classroom teachers. Topics included are: the role of evaluation in the schools; general principles of evaluation; types of devices for measurement and evaluation; teacher-constructed tests, essay-type and objective-type; survey of available standardized tests of achievement; the school testing programme; interpretation of test results; using marks and test scores to improve school work.

242. Elementary Statistics (Dr. Flowers)

An introductory course dealing largely with descriptive statistics. Some of the general implications of statistical inference are also presented. A mathematical background is not required.

243. INTERMEDIATE STATISTICS (Professor Jackson)

A first course in statistical inference. Emphasis will be placed on tests of statistical hypotheses expressed in terms of means, frequencies, and proportions. A knowledge of mathematics is not essential.

246. EDUCATIONAL MEASUREMENT AND EVALUATION II (Dr. Fleming)

A second course in educational measurement and evaluation. Theoretical concepts of measurement, such as test reliability and test validity, are treated comprehensively. Attention is centred upon evaluating such functions as aptitude, attitude, interests, and various aspects of personality. Devices such as questionnaires, rating scales, autobiographies, and sociometric scales, will be considered theoretically and practically. General principles of constructing tests and other evaluating devices will be introduced. Attention will be paid to statistics required in processing test scores. Other topics to be considered are the following: general principles of evaluation (as applied to tests other than achievement tests); classifications of tests; survey of personality and aptitude tests; more technical aspects of test score interpretation.

Offered in Summer Session 1959.

341. THEORY AND PRACTICE OF TEST CONSTRUCTION (Dr. Fleming)

A course dealing with the technical and other problems involved in the construction of standardized tests. Students are given an opportunity to design and try out tests and to analyze the results. The emphasis is on practical work.

342. ADVANCED STATISTICS (Professor Jackson)

A course in design of experiments and multivariate analysis of data. Major topics include linear and multiple regression, with associated tests of hypotheses, analysis of variance for simple and complex experimental designs, and the use of analysis of covariance. A knowledge of calculus is not essential.

RESEARCH AND SPECIAL STUDIES
(In All Fields)

Offerings in this section are grouped here for convenience, since they are not limited to any one of the special fields detailed above.

251. RESEARCH IN EDUCATION (Professor H. M. Fowler)

Nature of scientific thinking. Finding and defining the research problem. Advantages, disadvantages, limitations and theoretical aspects of various methods of doing research in education. Location, evaluation, analysis and presentation of data. The research report.

252. Individual Study and Problems

In order to provide flexibility in rounding out an individual student's background, and in keeping with his particular scholarly and professional interests, provision is made under this heading for qualified students, individually or in small groups, to obtain course credit for directed specialized study. Such studies may be in any of the special fields in which instruction is offered. Arrangements should be made by the individual advanced graduate student and the appropriate staff member, subject to approval of the study plan by the Director of Graduate Studies. Course credit can NOT be obtained under this heading for a thesis investigation proper, although the specialized study may be closely related to the topic of a thesis.

351 Specialized Research Methods (Appropriate staff members)

An advanced course in research design, with special attention to various types of research methodology appropriate to the investigation of specific problems in education.

Seminar in Education

This seminar, attended by advanced graduate students and by members of the faculty, provides candidates for the doctorate with an opportunity to present an outline of the problem they propose to investigate for their dissertation, and to discuss and defend the procedures they intend to use. This seminar carries no course credit, but all candidates for the doctorate are required to attend it for at least one academic session. Candidates proceeding to a master's degree by thesis may also attend at the discretion of the committee administering education courses.

GENERAL INFORMATION

Application and Registration

Copies of application forms are available from the Director of Graduate Studies. Students should complete these forms and submit them by mail or in person to arrive as follows:

March 1—March 31 for the 1959 Summer Session
September 15 for the 1959–60 Session.

Final registration will take place at the Ontario College of Education at 1 p.m., Monday, June 29 for the 1959 Summer Session and at 10 a.m., Monday, September 28 for resident students in the 1959–60 Regular Session.

Study in Summer Session

March 1–31 has been established as a period of advance enrolment for the summer session in order to allow time for preparatory reading. Soon after acceptance of application forms from a student, he will be notified of such readings as may be recommended for the unit he has selected. He is strongly advised to complete such preparatory reading in advance of the necessarily concentrated summer session.

Although examinations will be held at the end of the six-week summer session, in most units students will be required to complete and submit additional term work before the end of November. If required term work is not submitted by that date, the student will be regarded as having failed. Final grades will be mailed by the end of December.

Students may enrol for not more than two units in a summer session.

Examinations

All examinations will be held at the Ontario College of Education. Final examinations in each unit will be scheduled at the end of the regular session or summer session in which the unit is offered. Students must sit for the final examination at that time. In case of serious illness, or failure to pass the examination, a student may make application to the Director of Graduate Studies to write the examination, without further fee, on a subsequent occasion when the unit is offered. No student will be permitted to rewrite the examination in any unit without reattending the classes in that unit and paying fees as if it were an additional unit; similarly no student will be permitted to write an examination in a unit more than two calendar years after fulfilling attendance requirements for that unit. Pass standing above the B.Ed. level is 66%.

Late Afternoon Classes in Regular Session

During the Regular Session 1959–60 certain units, including 101, 212, and 241, will be offered at 4.30 in the afternoon. Qualified, fully employed teachers may enrol for one such course. Details will be available at the College by August 1.

Elementary-School Inspector's Certificate

The Ontario Department of Education issues an Elementary-School Inspector's Certificate to those who meet requirements as laid down by the Ontario Department of Education. One of those requirements is successful completion of Education 221 *or* 241, Education 211 *or* 214, Education 212 *or* 235, and one other unit. Certain units formerly offered

by the College are also acceptable under the Regulations. Details are available from the Director of Graduate Studies, or from the Ontario Department of Education.

In this connection an Internship Plan is operated jointly by the Ontario College of Education and the Ontario Department of Education. The purpose of the plan is to provide practical field experience in supervision and administration for graduate students who are, or may be, candidates for the Ontario Elementary-School Inspector's Certificate. Under this plan selected students may spend two weeks with a provincial school inspector in the field. Credit will be given for this experience in Education 211 and/or 212. Details are available from the Director of Graduate Studies.

Living Accommodation

Rooms for a limited number of students are available in university residences at a cost of approximately $3 per day. Men should address inquiries to the Secretary, Men's Residences, Room 222, Simcoe Hall, University of Toronto; women should write to Mrs. H. A. Innis, 79 St. George St., Toronto. Meals can be obtained at reasonable rates in Hart House.

A list of rooms and apartments in private homes near the College is available from the Director of Graduate Studies. Room rents vary considerably depending upon the quality of accommodation and location, but students should expect to pay about $9 to $10 a week for suitable quarters.

FEES

Fees are payable at the Chief Accountant's Office of the University of Toronto when the student's application forms have been approved and returned to him for payment.

SCHEDULE OF FEES

(including registration, examination, incidental, and degree fees)

Courses leading to professional degrees—B.Ed., M.Ed., Ed.D.:

regular session	$220
summer session	$110
supervision of thesis	$110

Courses leading to the M.A. and Ph.D. degrees, including supervision of thesis:

regular session, full time

men	$310
women	$295

Graduate courses for students not proceeding, or not immediately proceeding, to a degree:

regular session:	one graduate course	$75
	each additional course	$65
	half course, or unit	$40
summer session:	one unit	$60
	two units	$110

FELLOWSHIPS AND OTHER FINANCIAL ASSISTANCE FOR STUDENTS

1. *The William Pakenham Fellowship in Education*

The late William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct in behalf of the activities of the Ontario College of Education.

Accordingly a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Senate. The Fellowship shall be awarded at such intervals and have such value (usually $1,500) as the Senate, on the recommendation of the Council of the Ontario College of Education, may from time to time determine. Applicants must be residents of Ontario, holding a Bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

Applications shall be made on or before March 31st to the Secretary, Ontario College of Education.

2. *Graduate and Research Assistantships*

Two graduate assistantships are available for students proceeding to advanced degrees in the Ontario College of Education. Interested persons should consult the Director of Graduate Studies.

A limited number of research assistantships in the Department of Educational Research and the Guidance Centre are also available each year. Interested students should consult the Director of the Department of Educational Research and the Director of the Guidance Centre.

These part-time assistantships carry stipends of up to $2,000.

3. *Fellowships Tenable for Graduate Study in Any Department of the University of Toronto*

The following awards are open to qualified graduate students proceeding to degrees offered in any department of the University. Application forms can be secured from the Secretary of the School of Graduate Studies, and completed applications must be submitted to him before March 1st.

(a) University of Toronto Open Fellowships—four fellowships valued at $1,250 plus academic fees and six fellowships valued at $1,000 plus academic fees are open for competition annually. Preference has been given to applicants whose fields of study lie in the humanities and social sciences. Applicants must have demonstrated a capacity for graduate work.

(b) R. V. LeSueur Fellowship, provided by Imperial Oil Ltd., in memory of R. V. LeSueur, Esq., of the value of $500 with $236 free tuition.

In making this award preference will be given to candidates who are graduates of the universities of Canada outside Ontario.

(c) Fellowships will be awarded from funds donated by the late Sir Joseph Flavelle, Bart., to be known as "The Sir Joseph Flavelle Fellowships," the value of the Fellowships not to exceed $1,000.

(d) The George Sidney Brett Memorial Fellowship

This fellowship, the gift of friends of the late George Sidney Brett, Dean of the School of Graduate Studies, Professor of Philosophy in the University and Professor of Ethics in University College, is open to graduates of any recognized University proceeding to a degree in the University of Toronto in any field of graduate study. The value of this Fellowship is the income from the fund of $20,000.

4. *Canada Council Awards*

The Canada Council has announced a series of awards, tenable in the graduate faculty of any university, which include the following of interest to students in Education: (i) Pre-Master's Degree Scholarships of an average value of $1,200; (ii) Pre-Doctor's Degree Fellowships of an average value of $2,000 plus travel allowance; (iii) awards of an average value of $2,000 plus travel allowance for teachers in secondary schools to improve their qualifications; and (iv) grants of $300 to $700. for short term work in the summer or part of a year. Application forms are available from the Secretary, The Canada Council, 140 Wellington Street, Ottawa, Canada.

CALENDAR 1959

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CALENDAR 1960

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Ontario College of Education
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UNIVERSITY OF TORONTO

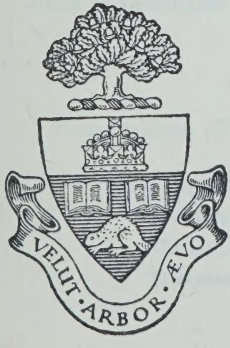
Courses Leading To Graduate Degrees In Education 1960-1961

Ontario College of Education
371 Bloor Street West
Toronto 5, Ontario

For information regarding courses leading to professional certificates and the work of the College generally, see the *Calendar of the Ontario College of Education.* For information regarding courses in library science, see the *Calendar of the Library School,* Ontario College of Education.

UNIVERSITY OF TORONTO

Courses Leading To Graduate Degrees In Education 1960-1961



Ontario College of Education
371 Bloor Street West
Toronto 5, Ontario

UNIVERSITY OF TORONTO PRESS
1960

CONTENTS

	Page
Administrative Officers	5
Application and Registration	21
Calendar, 1960–61	4
Classes Late in the Day in Regular Session	21
Elementary-School Inspector's Certificate	21
Examinations	21
Fees	22
Fellowships and Other Financial Assistance	23
Graduate Degree Programmes in Education	
Bachelor of Education	8
Master of Education	9
Doctor of Education	10
Master of Arts	12
Doctor of Philosophy	12
Living Accommodation	22
Summer Session	21
Teaching Faculty	6
Units of Instruction	13

Please address all enquiries concerning graduate work in education to

DIRECTOR OF GRADUATE STUDIES,
ONTARIO COLLEGE OF EDUCATION,
371 BLOOR ST. W.,
TORONTO 5, ONTARIO.

CALENDAR, 1960–61

1960	March 1–31	Advance enrolment for the 1960 Summer Session. Preparatory reading assignments available.
	April 6–14	Examinations, 1959–60 Regular Session.
	May 25, 26, 27	Spring Convocation.
	July 4	Summer Session registration—1 p.m.
	July 5	First lectures of the Summer Session.
	August 11, 12, 13	Examinations, Summer Session.
	September 26	Regular Session registration—10 a.m.
	October 10	Thanksgiving Day.
	November 11	Remembrance Day Service.
	November 25	Autumn Convocation.
	December 16	Last lectures, Autumn Term.
1961	January 3	First lectures of the Winter Term.
	March 1–31	Advance enrolment for the 1961 Summer Session. Preparatory reading lists available.
	April 14	Last lectures, Regular Session.
	April 17–21	Examinations, 1960–61 Regular Session.
	May 30–June 2	Spring Convocation.

Administrative Officers

THE UNIVERSITY

President	C. T. Bissell, M.A., PH.D., F.R.S.C.
Vice-President	M. G. Ross, M.A., ED.D.
Registrar	R. Ross, M.B.E., M.A.
Chief Librarian	R. H. Blackburn, M.A., B.L.S., M.S.

ONTARIO COLLEGE OF EDUCATION

Dean	B. C. Diltz, M.A.
Secretary of the College	Miss A. A. L. Elliott, B.A.
Librarian	Miss D. A. Thompson, B.A.
Director of Graduate Studies	C. E. Phillips, B.A., D.PAED.

SCHOOL OF GRADUATE STUDIES

Dean	A. R. Gordon, O.B.E., M.A., PH.D., F.R.S.C.
Associate Dean, Division I (including Educational Theory)	C. R. Myers, M.A., PH.D.
Associate Dean, Division II	K. C. Fisher, M.A., PH.D., F.R.S.C.
Secretary	J. H. Sword, M.A.

TEACHING FACULTY FOR DEGREE PROGRAMMES IN EDUCATION, 1960–61

ONTARIO COLLEGE OF EDUCATION

B. C. Diltz, M.A.
Dean of the Ontario College of Education

W. Brehaut, M.A., Ed.D.
Lecturer in Educational Research

D. F. Dadson, B.A., B.Ed.
Professor of Education and Supervisor of Practice Teaching

W. G. Fleming, B.A., Ed.D.
Assistant Professor of Educational Research

G. E. Flower, M.A., Ed.D.
Associate Professor of Education

J. F. Flowers, B.P.H.E., Ed.D.
Lecturer in Educational Research

H. M. Fowler, B.A., Ed.D.
Professor of Education

R. W. B. Jackson, B.A., Ph.D.
Professor of Educational Research and Director of the Department of Educational Research

M. D. Parmenter, M.A.
Professor of Guidance and Director of the Guidance Centre

C. C. Pitt, M.A., B.Paed., Ph.D.
Professor of Education

C. E. Phillips, B.A., D.Paed.
Professor of Education and Director of Graduate Studies

E. Brock Rideout, B.A., M.Ed.
Assistant Professor of Educational Research

H. W. Savage, B.A., M.Ed.
Lecturer in Educational Research

A. F. Skinner, M.A., B.Sc., Ph.D., F.E.I.S.
Professor of Education

G. E. Tait, B.A., B.Paed., Ed.D.
Professor of Elementary Education

SESSIONAL LECTURERS

In addition to members of the faculty of the Ontario College of Education, the following will offer courses in 1960–61:

K. S. BERNHARDT, M.A., PH.D.
Professor of Psychology, University of Toronto, and Assistant Director of the Institute of Child Study

W. E. BLATZ, M.A., M.B., PH.D.
Director of the Institute of Child Study and Professor of Psychology, University of Toronto

MISS MARGARET GERRARD, B.A., M.ED.
Reading Consultant, East York Board of Education

WILLIAM LINE, O.B.E., B.SC., M.A., M.ED., PH.D.
Professor of Psychology, University of Toronto, and Special Lecturer in the Institute of Business Administration

J. R. MCCARTHY, M.A., B.PAED.
Assistant Superintendent of Curriculum, Ontario Department of Education

A. S. MOWAT, M.A., B.ED.
Professor of Education, Dalhousie University

K. F. PRUETER, B.A., B.PAED., ED.D.
Superintendent of Public Schools, Etobicoke, Ontario

H. PULLEN, B.A., B.PAED., ED.D., F.C.I.S.
Assistant Superintendent and Deputy Business Administrator, Ottawa Collegiate Institute Board

F. K. STEWART, M.A., M.ED.
Executive Secretary, Canadian Education Association

GRADUATE DEGREE PROGRAMMES IN EDUCATION

The Ontario College of Education offers programmes of study leading to the graduate degrees of Bachelor of Education, Master of Education, Master of Arts, Doctor of Education and Doctor of Philosophy. Programmes for all but the B.Ed. are under the School of Graduate Studies.

The B.Ed., M.Ed. and Ed.D. are designed chiefly for the professional improvement of qualified and experienced teachers pursuing a career in the work of the schools. The M.A. and Ph.D. programmes tend to place less emphasis on education in the professional sense. A student may be admitted as a candidate for one of the several degrees. Alternatively he may enrol simply as a graduate student if he does not meet all requirements for admission as a degree candidate, or if he does not wish to proceed immediately to a degree.

Graduate courses in education are offered both in regular sessions and summer sessions. While it is possible to complete residence requirements for the B.Ed. and M.Ed. through attendance at summer sessions only, varying periods of full-time attendance in regular sessions are required for other degrees as outlined below.

Degree of Bachelor of Education

(1) For admission as a candidate for the degree of Bachelor of Education an applicant shall (a) hold a university degree acceptable to the Ontario College of Education, (b) hold a certificate as a teacher valid in Ontario issued after an approved course in a recognized training school, or a certificate valid elsewhere and deemed to be equivalent by the College, and (c) have completed at least one year's successful teaching experience subsequent to having obtained a teaching certificate.

(2) To gain admission students should write to the Director of Graduate Studies for an application form. All applicants must return this form with transcripts *in duplicate* of their record in undergraduate work. Ontario teachers must give the name and number of their professional certificates, the date of their attendance at the Ontario College of Education or at a Teachers' College, and facts about their professional experience in Ontario. Other teachers must submit two photostatic copies of a professional certificate, transcripts *in duplicate* of their professional training, and facts supported by a letter or other official evidence of successful experience as a teacher.

(3) To complete requirements for the degree the candidate shall attend and obtain standing on Education 101 and 102 as listed under Units of Instruction (page 13). Standing in a course is defined as a

minimum of 60 per cent. B.Ed. candidates are also required to attend additional lectures on sources of information about education and on reading educational materials of a technical nature. Students who begin graduate study with units other than 101 and 102 are NOT eligible for the degree of Bachelor of Education, although they may proceed to the M.Ed. on successful completion of Education 101 and 102.

Degree of Master of Education

(1) For admission as a candidate for the degree of Master of Education an applicant shall hold the degree of Bachelor of Education from the University of Toronto with standing of at least 66 per cent in each of Education 101 and 102, or the applicant shall have qualifications and graduate standing deemed equivalent by the committee administering education courses.

(2) To gain admission students should write to the Director of Graduate Studies for an application form. Those who do not hold a Bachelor of Education degree from the University of Toronto must return the completed form along with: (a) transcripts *in duplicate* of their record in undergraduate work, in professional training, and in subsequent graduate work; (b) two photostatic copies of a professional certificate; (c) facts supported by a letter or other official evidence regarding their successful experience as a teacher.

(3) Candidates who have credit for graduate work in education at other universities beyond requirements for admission as an M.Ed. candidate may be granted credit for not more than two units in the M.Ed. programme.

(4) A candidate seeking to complete the M.Ed. without thesis shall obtain standing on six of the units of instruction. Such standing can be obtained only through attendance. Units are grouped in five broad fields: History and Philosophy of Education, Administration and Supervision, Psychology and Guidance, Curriculum and Methods, and Measurement and Statistics. A candidate shall select two units, or not more than three, from one of these fields, with the remaining courses spread over at least two of the other broad fields.

To meet the needs of the individual student arrangements can also be made, through the Director of Graduate Studies, to substitute approved graduate courses in other departments of the University for one or two of the required six units. It may also be possible, in the individual case, to plan a master's programme in advance in such a way that a portion of the required work will be done at another university, with prior approval of the committee administering education courses.

(5) Candidates may seek permission to proceed to the M.Ed. by thesis. Ordinarily such permission will be granted to students who have

obtained A standing (75 per cent or more) on two of the units of instruction. Candidates planning to proceed later to the degree of Doctor of Education are particularly advised to attempt the thesis option.

A candidate proceeding to the M.Ed. by thesis shall obtain standing on four units of instruction. He is advised to select Education 251, Research in Education, as one of his units. The thesis shall be on some approved topic, embodying the results of an original study conducted by the student. A statement on "Requirements Applicable to Masters' Theses" is available on request from the Director of Graduate Studies.

(6) If a candidate for the degree of Master of Education does not complete requirements for the degree within six calendar years from the date of his acceptance as an M.Ed. candidate, his candidature will lapse. He may subsequently apply for readmission, and may be so admitted by action of the committee administering education courses. Additional requirements, however, may be demanded of him at that time.

Degree of Doctor of Education

(1) An applicant for admission to the Ed.D. programme shall ordinarily hold the degree of Master of Education with high standing from the University of Toronto. Applicants holding a master's degree from another institution must submit the following to the Director of Graduate Studies for evaluation: (i) transcripts of all academic work; (ii) proof, if such is not included in the transcripts, of having received professional training as a teacher; (iii) proof of certification as a teacher, including full information about the certificate held; (iv) evidence of at least one year's successful experience as a teacher; (v) a copy of the master's thesis, if the applicant wrote such a thesis; (vi) the name of the applicant's faculty adviser at the university where the master's degree was obtained. With the exception of (v) and (vi), *all must be submitted in duplicate.*

(2) Acceptance as a candidate for the degree of Doctor of Education will also depend upon the applicant's score on a qualifying examination, and his successful completion of a qualifying research project. For 1960–61 the qualifying examination will consist of the Aptitude Test and the Advanced Test in Education of the Graduate Record Examinations offered by the Educational Testing Service of Princeton, New Jersey. Applicants who have already taken these tests should submit details of time and place to the Director of Graduate Studies. A statement on "Requirements Applicable to the Qualifying Research Project" is available from the Director of Graduate Studies.

An applicant who completed the requirements for the Master of Education degree at the University of Toronto by thesis may, if the committee administering education courses judges the thesis to be of sufficiently high quality, be excused from the qualifying research project. Similar consideration may be given by the committee at its discretion

to a thesis submitted as part of the requirements for a graduate degree at another university.

(3) To complete residence requirements for the degree of Doctor of Education a candidate shall be in attendance at the Ontario College of Education beyond the M.Ed. for one regular session.

(4) Course requirements will be standing on a minimum of four units of instruction, the choice of which will be determined by the candidate's professional interests and the nature of his proposed dissertation. Education 251, Research in Education, shall be one of the four units if the candidate has not already obtained credit for this unit. With the prior approval of the committee administering education courses, in individual cases appropriate graduate offerings of other departments of the University may be substituted for one or two of the required units; in any case a candidate's proposed plan of studies is subject to approval by the committee. A doctoral candidate may also wish to audit various University offerings aside from the required units as preparation for his dissertation. All candidates for the doctorate are required to attend the Seminar in Education (see page 20).

(5) The further and major requirement for the degree is the completion of a doctoral dissertation. A statement on "Requirements Applicable to Doctoral Dissertations" is available from the Director of Graduate Studies.

As early as possible during his period in residence a candidate should select a tentative topic and seek opinions in the seminar and by consultation with the staff regarding its suitability. When he has completed his plan the candidate will be required to present an outline of his proposed study for discussion in the seminar. He must at that time or subsequently obtain formal approval of his proposal from the committee administering education courses. Under no circumstances will a dissertation be examined for credit unless the topic and outline have received this initial approval.

After a completed dissertation has been approved by the examiners, the candidate shall furnish the Secretary of the School of Graduate Studies with four bound copies and shall make arrangements to publish the dissertation or an approved abstract thereof. If the candidate publishes only an abstract of his dissertation, he shall furnish the Secretary of the School of Graduate Studies with 25 copies of the abstract.

(6) If a candidate's thesis has not been submitted and accepted within five calendar years from the date of his acceptance as an Ed.D. candidate, his candidature will lapse. He may subsequently apply for readmission, and may be so admitted by action of the committee administering education courses. Additional requirements, however, may be demanded of him at that time.

Degrees of Master of Arts and Doctor of Philosophy

The Ontario College of Education as the Department of Educational Theory of the School of Graduate Studies offers courses leading to the degrees of M.A. and Ph.D. Courses for these degrees are taken in regular academic sessions.

Complete information concerning these degrees is given in the calendar of the School of Graduate Studies, University of Toronto. The following statements are included here for convenience only.

Full qualifications for admission to these courses are: an honours degree in Arts from the University of Toronto, or its equivalent; and a year of professional training at an approved university followed by successful experience as a teacher. But graduates of a pass or general course and graduates who lack the above professional training or experience as teachers may be admitted as candidates for these degrees after they have completed prerequisite courses prescribed to meet their particular needs.

Fully qualified candidates for the degree of Master of Arts may complete their course work in one regular session. The course requirements are two courses[1] in the Department of Educational Theory and one course in another department of the University. In addition a candidate for the M.A. degree will submit a thesis. In exceptional cases, at the discretion of the Department, additional course work may be substituted for the thesis.

Fully qualified candidates for the degree of Doctor of Philosophy may complete attendance requirements in three regular sessions, or in two regular sessions if they hold an M.A. degree in Educational Theory from this university, or the equivalent. Requirements for the degree ordinarily include: two minor courses, of which at least one shall be in some other department of the University; a major (ordinarily a composite of at least two courses) representing intensive work in one of the fields indicated under Units of Instruction on the following pages; a reading knowledge of French and German; and a doctoral thesis on some approved topic related to the student's major field.

[1]One graduate course is ordinarily the equivalent of two education units.

UNITS OF INSTRUCTION

Units of instruction, each equivalent to one half-course as defined by the School of Graduate Studies, are offered as detailed below. Two units constitute a full-time programme in the summer session, six units a full-time course programme in the regular session.

A student's eligibility for enrolment in any unit is subject to approval by the committee administering education courses.

Key to Numbering of Units

(a) Units numbered in the 100's are required for the B.Ed. degree, although they may be taken for M.Ed. credit by students who are granted the equivalent of B.Ed. standing for graduate work done elsewhere. These courses are offered in regular sessions and in summer sessions every year.

(b) Units numbered in the 200's are offered in regular sessions and in summer sessions. Those with numbers ending in 1, 2, 3, and 4 are offered every year; those with numbers ending in 5, 7, and 9 are ordinarily offered in odd-numbered years (e.g. Summer Session 1961, and Regular Session 1961–62); those with numbers ending in 6, 8, and 0 are ordinarily offered in even-numbered years (e.g. Summer Session 1960, Regular Session 1960–61).

(c) Units numbered in the 300's are advanced or specialized courses at the doctoral level and ordinarily are offered only in regular sessions and only when there is sufficient demand.

HISTORY AND PHILOSOPHY OF EDUCATION

101. Our European Heritage (Professor Skinner, regular session; Professors Skinner and Mowat, Summer Session 1960)

A review of the educational thought and practice of the educationists of the past considered to be most outstanding and most influential in the history of European education to the present day: including, where appropriate, references to sources which have influenced education in Canada and the United States. A closer study of more recent educational thought in Europe, and the more recent history of educational developments in Britain. Educational provision in Britain in the last two centuries, with particular reference to rapidly changing social conditions, to increasing State intervention, and to the growth, features and problems of the national system of education in England today.

102. Our North American Background (Professor C. E. Phillips, regular session; Professor Tait and Dr. Brehaut, summer session 1960)

The history of education in all parts of Canada up to the establishment of school systems under public control, followed by (i)

a brief survey of the development of provincial educational systems, (ii) a more detailed study of the history of education in Ontario, and (iii) a brief survey of changes in educational thought. Concomitant references to parallel developments in the history of public education in the United States.

206. Comparative Education (Mr. Stewart)

A comparative study of the educational systems, their problems and practices, in such countries as Great Britain, U.S.A., France and the U.S.S.R., and in other countries as time may permit or as the interests of students may determine. Attention will be given not merely to the factual data of organization and administration but also to the educational thought supporting them, to contrasts and similarities in problems and solutions relative to education in Canada, and to the understanding in some degree of the social, economic, historical or other factors which have fashioned the development of these systems.

207. Sociology of Education (.....)

The school in its contemporary social setting, including such topics as the following: the work setting—school status and authority systems; the teacher in the school setting—models of the job, types and stages of careers; the community setting—social class, ethnic and religious groups in relation to the school; social change and the school—the impact of technology, patterns of community growth.

Not offered in 1960.

208. Modern Philosophies of Education (Professor C. E. Phillips)

Traditional and environmental influences on social and educational thought; current philosophies of education; possible explanations of different points of view; ideas of various thinkers on educational issues; Canadian attitudes; constructing a philosophy of education.

210. History of Education in Canada (Professor C. E. Phillips)

This unit will be conducted partly as a seminar in which students will present papers on selected aspects of education in different provinces based on historical theses and other library materials which have been collected for the purpose. There will also be lectures to direct topical study of the development in Canada of educational administration and finance, of the role in education of the church and the federal government, of curriculum and methods, of teacher education, and other aspects of education to be decided in class. *Unit 102 is a prerequisite for enrolment in this unit.*

301. History of Educational Thought to 1750 (Professor Skinner)

A study, in general, of the influence of educational thought to 1750 in shaping the developing conceptions of the aims and mean-

ing of the educational process: its contribution towards a sound basis for the interpretation and appreciation of modern theories and practices. The writings and influence of prominent thinkers: in particular, of the great educational figures of the ancient Graeco-Roman period, of some of the outstanding figures of the pre-Renaissance and Renaissance centuries: of the immediate forerunners of modern education in the seventeenth century.

302. History of Education in Great Britain (Professor Skinner)

A study of the origins and development of contrasting educational traditions and educational provision in the constituent countries of Great Britain. Consideration of social and religious and other factors of influence as well as reference to outstanding people whose thought or practices influenced contemporary and subsequent developments. More detailed attention to the more recent history of developments in education, chiefly in England, with a view to an understanding of the purposes and problems of a highly influential system of modern education, whose main features are those of complexity, variety, and flexibility, and of the articulation of its various stages and parts.

303. History of Education in the U.S.A. (Professor C. E. Phillips)

A survey of social and political developments related to education and of educational developments in the United States, with emphasis on the north eastern states and intensive study of aspects which are of special interest to the student group.

304. History of Education in Ontario (Professor C. E. Phillips)

Intensive study of major educational developments in this province.

305. Seminar in History and Philosophy of Education (Staff members as above)

A seminar for detailed study of selected topics, offered in regular session only and when there is sufficient demand. Ordinarily limited to advanced graduate students specializing in the field of history and philosophy of education.

ADMINISTRATION AND SUPERVISION

211. School Law and Administration of Education in Ontario (Professor Dadson)

A course illustrating the major problems in the administration of education through a detailed study of school law and practice in Ontario; designed in particular for those who hold or are preparing for positions as principals, inspectors, or administrators in Ontario.

212. Supervision (Professor Flower, regular session; Dr. Prueter and Dr. Pullen, Summer Session 1960)

Principles, problems and procedures of educational supervision, with emphasis on a co-operative approach to the improvement of

instruction. Functions of supervisors at various levels, including those of the school principal.

214. ADMINISTRATION OF PUBLIC EDUCATION IN CANADA
(Professor Flower)

Principles, problems and procedures of educational administration, including consideration of such topics as the governmental structure of education, centralization and decentralization, internal organization of school systems, personnel and business administration. Comparisons between various provinces will be stressed throughout the course, with reference to patterns in other countries as well.

217. EDUCATIONAL FINANCE (Professor Rideout)

The financial support of education at the various levels of government. Principles and practices of grant structure and distribution; problems of assessment, tax collection, budgeting; the relationship of the financial support of education to that of other governmental functions.

Not offered in 1960.

311. SEMINAR IN SUPERVISION
(Staff members as above and Professor Tait)

A seminar for advanced students, on selected current problems and issues in the supervision of education.

312. SEMINAR IN ADMINISTRATION (Staff members as above)

A seminar for advanced students, on selected problems and developments in educational administration.

PSYCHOLOGY AND GUIDANCE

221. PSYCHOLOGY APPLIED TO ELEMENTARY EDUCATION
(Professor Pitt, regular session;
Professor Blatz, Summer Session 1960)

The psychology of children of elementary school age: their physical, motor, social, emotional, moral, and mental development. The psychology of learning: systematic theories, motivation, transfer, etc. The psychology of certain elementary school subjects.

222. PSYCHOLOGY APPLIED TO SECONDARY EDUCATION
(Professor Pitt, regular session;
Professor Bernhardt, Summer Session 1960)

The psychology of children of pre-adolescent and adolescent age: their physical, motor, social, emotional, moral and mental development. The adolescent and society. The psychology of learning: systematic theories, motivation, transfer, etc. The psychology of certain secondary school subjects.

225. Introduction to Personality Theory in Relation to Education (.....)

The relationship between personality theory and research and research and theory in other areas of psychology; an examination of the structure and dynamics of personality as seen in three or four of the major contemporary theories—perhaps Freud, Sullivan, Lewin, Allport; particular consideration of the relevance of these to the teacher-pupil and administrator-teacher relationships.

Not offered in 1960.

226. Mental Health in Education (Professor Line)

The factors involved in child development (pre-school period, early school years, intermediate years, adolescence) and the difficulties and problems of each period. The preventive and remedial phases of mental health.

227. Introduction to Guidance (Professor Parmenter)

Basic principles and current practices in educational and vocational guidance, with a discussion of diagnosis, counselling, and the place of group work, in a student personnel programme.

Offered in Summer Session 1960.

321. Advanced Educational Psychology (Professor Pitt)

A seminar approach will be employed for studying selected topics in child psychology, the psychology of adolescence, and the psychology of learning.

332. Individual Psychological Testing (Professor Pitt)

The administration and interpretation of the Revised Stanford-Binet, the Wechsler-Bellevue, and the Grace-Arthur Performance Tests. An acquaintance with selected projective techniques. Only students with an adequate knowledge of psychological theory will be accepted.

Offered in Summer Session 1960.

323. Advanced Work in Guidance (Professor Parmenter)

Intensive study, for students specializing in guidance, of selected problems and practices in this field.

CURRICULUM AND METHODS

235. Current Practices in Elementary Education (.....)

A study of general methods, specific methods, procedures and techniques as applied in modern elementary schools. An examination of experiments in methodology including laboratory systems, unit plans and enrichment programmes.

Not offered in 1960.

236. Curriculum Development (Mr. McCarthy)

Principles, problems, experiments, trends in curriculum development in elementary and secondary schools. Factors involved in leadership in curriculum development and the improvement of instruction. Analysis of curriculum programme in relation to modern concepts of curriculum.

238. Diagnosis and Remedial Instruction (Miss Gerrard)

Study of pupil difficulties and techniques of preventive and remedial teaching, with special emphasis on practices suitable for typical classrooms; use of diagnostic tests, observations and examinations and interpretation of the results.

239. Adult Education (.....)

History and organization of adult education in Canada; a survey of current philosophies of education in the adult field; psychology of learning for adults; problems of administration and presentation of adult education, and allied topics.

Not offered in 1960.

240. Current Practices in Secondary Education (Dr. Pullen)

Study of general methods, specific methods, procedures and techniques as applied in modern secondary schools. Examination of some experiments in methodology and organization.

MEASUREMENT AND STATISTICS

241. Educational Measurement and Evaluation I
(Professor H. M. Fowler)

A beginning course in educational measurement and evaluation, designed to introduce students to theoretical concepts of measurement and evaluation such as reliability and validity of tests. More technical aspects are given only general treatment. The course deals almost entirely with measuring devices required by classroom teachers. Topics included are: the role of evaluation in the schools; general principles of evaluation; types of devices for measurement and evaluation; teacher-constructed tests, essay-type and objective-type; survey of available standardized tests of achievement; the school testing programme; interpretation of test results; using marks and test scores to improve school work.

242. Elementary Statistics (Mr. Savage)

An introductory course dealing largely with descriptive statistics. Some of the general implications of statistical inference are also presented. A mathematical background is not required.

243. Intermediate Statistics (Dr. Flowers)

A first course in statistical inference. Emphasis will be placed on tests of statistical hypotheses expressed in terms of means, frequencies, and proportions. A knowledge of mathematics is not essential.

246. Educational Measurement and Evaluation II (Professor Fleming)

A second course in educational measurement and evaluation. Theoretical concepts of measurement, such as test reliability and test validity, are treated comprehensively. Attention is centred upon evaluating such functions as aptitude, attitude, interests, and various aspects of personality. Devices such as questionnaires, rating scales, autobiographies, and sociometric scales, will be considered theoretically and practically. General principles of constructing tests and other evaluating devices will be introduced. Attention will be paid to statistics required in processing test scores. Other topics to be considered are the following: general principles of evaluation (as applied to tests other than achievement tests); classifications of tests; survey of personality and aptitude tests; more technical aspects of test score interpretation.

341. Theory and Practice of Test Construction (Professor Fleming)

A course dealing with the technical and other problems involved in the construction of standardized tests. Students are given an opportunity to design and try out tests and to analyze the results. The emphasis is on practical work.

342. Advanced Statistics (Professor Jackson)

A course in design of experiments and multivariate analysis of data. Major topics include linear and multiple regression, with associated tests of hypotheses, analysis of variance for simple and complex experimental designs, and the use of analysis of covariance. A knowledge of calculus is not essential.

RESEARCH AND SPECIAL STUDIES
(In All Fields)

Offerings in this section are grouped here for convenience, since they are not limited to any one of the special fields detailed above.

251. Research in Education (Professor H. M. Fowler)

Nature of scientific thinking. Finding and defining the research problem. Advantages, disadvantages, limitations and theoretical aspects of various methods of doing research in education. Location, evaluation, analysis and presentation of data. The research report.

252. Individual Study and Problems

In order to provide flexibility in rounding out an individual student's background, and in keeping with his particular scholarly and professional interests, provision is made under this heading for qualified students, individually or in small groups, to obtain course credit for directed specialized study. Such studies may be in any of the special fields in which instruction is offered. Arrangements should be made by the individual advanced graduate student and the appropriate staff member, subject to approval of the study plan by the Director of Graduate Studies. Course credit can NOT be obtained under this heading for a thesis investigation proper, although the specialized study may be closely related to the topic of a thesis.

351 Specialized Research Methods (Appropriate staff members)

An advanced course in research design, with special attention to various types of research methodology appropriate to the investigation of specific problems in education.

Seminar in Education

This seminar, attended by advanced graduate students and by members of the faculty, provides candidates for the doctorate with an opportunity to present an outline of the problem they propose to investigate for their dissertation, and to discuss and defend the procedures they intend to use. This seminar carries no course credit, but all candidates for the doctorate are required to attend it for at least one academic session. Candidates proceeding to a master's degree by thesis may also attend at the discretion of the committee administering education courses.

GENERAL INFORMATION

Application and Registration

Copies of application forms are available from the Director of Graduate Studies. Students should complete these forms and submit them by mail or in person to arrive as follows:

March 1–March 31 for the 1960 Summer Session
September 15 for the 1960–61 Session.

Final registration will take place at the Ontario College of Education at 1 p.m., Monday, July 4 for the 1960 Summer Session and at 10 a.m., Monday, September 26 for resident students in the 1960–61 Regular Session.

Study in Summer Session

March 1–31 has been established as a period of advance enrolment for the summer session in order to allow time for preparatory reading. Soon after acceptance of application forms from a student, he will be notified of such readings as may be recommended for the unit he has selected. He is strongly advised to complete such preparatory reading in advance of the necessarily concentrated summer session.

Although examinations will be held at the end of the six-week summer session, in most units students will be required to complete and submit additional term work before the end of November. If required term work is not submitted by that date, the student will be regarded as having failed. Final grades will be mailed by the end of December.

Students may enrol for not more than two units in a summer session.

Examinations

All examinations will be held at the Ontario College of Education. Final examinations in each unit will be scheduled at the end of the regular session or summer session in which the unit is offered. Students must sit for the final examination at that time. In case of serious illness, a student may make application to the Director of Graduate Studies to write the examination, without further fee, on a subsequent occasion when the unit is offered. No student will be permitted to rewrite the examination in any unit without reattending the classes in that unit and paying fees as if it were an additional unit. Pass standing above the B.Ed level is 66%.

Classes Late in the Day in Regular Session

During the Regular Session 1960–61 certain units, including 102, 211, 212 and 236, will be offered late in the day. Qualified, fully employed teachers may enrol for one such course. Details will be available at the College by August 1.

Elementary-School Inspector's Certificate

The Ontario Department of Education issues an Elementary-School Inspector's Certificate to those who meet requirements as laid down by the Ontario Department of Education. One of those requirements is successful completion of Education 221 *or* 241, Education 211 *or* 214, Education 212 *or* 235, and one other unit. Certain units formerly offered

by the College are also acceptable under the Regulations. Details are available from the Director of Graduate Studies, or from the Ontario Department of Education.

In this connection an Internship Plan is operated jointly by the Ontario College of Education and the Ontario Department of Education. The purpose of the plan is to provide practical field experience in supervision and administration for graduate students who are, or may be, candidates for the Ontario Elementary-School Inspector's Certificate. Under this plan selected students may spend two weeks with a provincial school inspector in the field. Credit will be given for this experience in Education 211 and/or 212. Details are available from the Director of Graduate Studies.

Living Accommodation

Rooms for a limited number of students are available in university residences at a cost of approximately $3 per day. Men should address inquiries to the Secretary's Office, Devonshire House, University of Toronto; women should write to Mrs. H. A. Innis, 79 St. George St., Toronto. Meals can be obtained in Hart House.

A list of rooms and apartments in private homes near the College is available from the Director of Graduate Studies. Rents vary considerably depending upon the quality of accommodation and location, but students should expect to pay about $10 a week for suitable quarters.

FEES

Fees are payable at the Chief Accountant's Office of the University of Toronto when the student's application forms have been approved and returned to him for payment.

SCHEDULE OF FEES

Courses leading to professional degrees—B.Ed., M.Ed., Ed.D.:

regular session	$220
summer session	$110
supervision of thesis	$110

Courses leading to the M.A. and Ph.D. degrees, including supervision of thesis:

regular session, full time

men	$343
women	$328

Graduate courses for students not proceeding, or not immediately proceeding, to a degree:

regular session:	one graduate course	$80
	each additional course	$70
	half course, or unit	$45
summer session:	one unit	$60
	two units	$110

Included in the above are registration, examination, incidental and degree fees, except that candidates submitting a thesis during a session for which they are not otherwise registered shall pay a re-registration fee of $37.

FELLOWSHIPS AND OTHER FINANCIAL ASSISTANCE FOR STUDENTS

1. *The William Pakenham Fellowship in Education*

The late William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct in behalf of the activities of the Ontario College of Education.

Accordingly a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Senate. The Fellowship shall be awarded at such intervals and have such value (usually $1,500) as the Senate, on the recommendation of the Council of the Ontario College of Education, may from time to time determine. Applicants must be residents of Ontario, holding a Bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

Applications shall be made on or before March 31st to the Secretary, Ontario College of Education.

2. *Graduate and Research Assistantships*

Two graduate assistantships are available for students proceeding to advanced degrees in the Ontario College of Education. Interested persons should consult the Director of Graduate Studies.

A limited number of research assistantships in the Department of Educational Research and the Guidance Centre are also available each year. Interested students should consult the Director of the Department of Educational Research and the Director of the Guidance Centre.

These part-time assistantships carry stipends of up to $2,000.

3. *The F.W.T.A.O. Fellowship*

This annual fellowship has a value of $3,000. Ordinarily applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications may be considered. For further information write to the Director of Graduate Studies, Ontario College of Education.

4. *Ontario Secondary School Teachers' Federation Awards*

(a) O.S.S.T.F. Scholarship for Educational Research.

This annual scholarship, ordinarily of $2,500, is open to practising teachers in Canada undertaking full-time study at a university of their choice toward a doctorate degree in a field related to the work of the schools. Details are available from the General Secretary, O.S.S.T.F.,

194 Bloor Street West, Toronto 5. April 15, 1960, is the closing date for applications for the 1960–61 academic year.

(b) Ansley Memorial Awards

An award or awards of up to $1,000 is offered annually by the O.S.S.T.F. as a memorial to the late J. W. Ansley. Open to any Ontario secondary school teacher (ordinarily with five or more years of teaching experience), the award is intended to assist with the costs of a significant educational study. Details are available from the General Secretary, O.S.S.T.F., 194 Bloor Street West, Toronto 5. The 1960 closing date for applications is April 15, although later applications will be considered if unallotted funds remain.

5. *Fellowships Tenable for Graduate Study in Any Department of the University of Toronto*

The following awards are open to qualified graduate students proceeding to degrees offered in any department of the University. Application forms can be secured from the Secretary of the School of Graduate Studies, and completed applications, together with official transcripts of undergraduate and any graduate work must be submitted to him before March 1st.

(a) Sidney Smith Fellowship of $2500.

(b) Special Fellowships, three to six, of $1250, $1500, or $1800, plus academic fees.

(c) University of Toronto Open Fellowships: four at $1800, four at $1500, six at $1250, plus academic fees.

(d) Sir Joseph Flavelle Scholarships: two of approximately $1,000 each.

(e) The George Sidney Brett Memorial Fellowship of approximately $725.

(f) The R. V. LeSueur Fellowship of $500 and $260 tuition fees.

6. *Canada Council Awards*

The Canada Council has announced a series of awards, tenable in the graduate faculty of any university, which include the following of interest to students in Education: (i) Pre-Master's Degree Scholarships of an average value of $1,500, (ii) Pre-Doctor's Degree Fellowships of an average value of $2,000 plus travel allowance; and (iii) awards of an average value of $2,000 plus travel allowance for teachers in secondary schools to improve their qualifications. Application forms are available from the Secretary, The Canada Council, 140 Wellington Street, Ottawa, Canada.

CALENDAR 1960

Jan.

S	M	T	W	T	F	S
..	..	..	..	..	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	..	..	..	..	..	..

Feb.

S	M	T	W	T	F	S
..	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	..	..	..	..	..

Mar.

S	M	T	W	T	F	S
..	..	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	..	..

April

S	M	T	W	T	F	S
..	..	..	..	..	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	..	..	..	..

June

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CALENDAR 1961

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UNIVERSITY OF TORONTO

Courses Leading To Graduate Degrees In Education 1961-1962

Ontario College of Education
371 Bloor Street West
Toronto 5, Ontario

For information regarding courses leading to professional certificates and the work of the College generally, see the *Calendar of the Ontario College of Education.* For information regarding courses in library science, see the *Calendar of the Library School,* Ontario College of Education.

UNIVERSITY OF TORONTO

Courses Leading To Graduate Degrees In Education 1961-1962

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Toronto 5, Ontario

UNIVERSITY OF TORONTO PRESS
1961

CONTENTS

	Page
Administrative Officers	5
After-Hours Classes in Regular Session	21
Application and Registration	21
Calendar, 1961–62	4
Elementary-School Inspector's Certificate	21
Examinations	21
Fees	22
Fellowships and Other Financial Assistance	23
Graduate Degree Programmes in Education	
Bachelor of Education	8
Master of Education	9
Doctor of Education	10
Master of Arts	12
Doctor of Philosophy	12
Living Accommodation	22
Summer Session	21
Teaching Faculty	6
Units of Instruction	13

Please address all enquiries concerning graduate work in education to

Director of Graduate Studies,
Ontario College of Education,
371 Bloor St. W.,
Toronto 5, Ontario.

CALENDAR, 1961–62

1961	March 1–31	Advance enrolment for the 1961 Summer Session. Preparatory reading assignments available.
	April 17–21	Examinations, 1960–61 Regular Session.
	May 30–June 2	Spring Convocation.
	July 3	Summer Session registration—1.30 p.m.
	July 4	First lectures of the Summer Session.
	August 10, 11, 12	Examinations, Summer Session.
	September 25	Regular Session registration—10 a.m.
	October 9	Thanksgiving Day.
	November 11	Remembrance Day Service.
	November 24	Autumn Convocation.
	December 20	Last lectures, Autumn Term.
1962	January 3	First lectures of the Winter Term.
	March 1–31	Advance enrolment for the 1962 Summer Session. Preparatory reading lists available.
	April 13	Last lectures, Regular Session.
	April 16–19	Examinations, 1961–62 Regular Session.
	April 20	Good Friday.
	May 28–31	Spring Convocation.

Administrative Officers

THE UNIVERSITY

President	C. T. Bissell, M.A., PH.D., D.LITT., LL.D., F.R.S.C.
Executive Assistant to the President	J. H. Sword, M.A.
Registrar	R. Ross, M.B.E., M.A.
Chief Librarian	R. H. Blackburn, M.A., B.L.S., M.S.

ONTARIO COLLEGE OF EDUCATION

Dean	B. C. Diltz, M.A.
Registrar of the College	Miss A. A. L. Elliott, B.A.
Librarian	Miss D. A. Thompson, B.A.
Director of Graduate Studies	C. E. Phillips, B.A., D.PAED.

SCHOOL OF GRADUATE STUDIES

Dean	A. R. Gordon, O.B.E., M.A., PH.D., F.R.S.C.
Associate Dean, Division I (including Educational Theory)	C. R. Myers, M.A., PH.D.
Associate Dean, Division II	K. C. Fisher, M.A., PH.D., F.R.S.C.
Secretary	Miss J. E. Gordon, B.A.

TEACHING FACULTY FOR DEGREE PROGRAMMES IN EDUCATION, 1961–62

ONTARIO COLLEGE OF EDUCATION

B. C. Diltz, M.A.
Dean of the Ontario College of Education

W. Brehaut, M.A., Ed.D.
Lecturer in Educational Research

D. F. Dadson, B.A., B.Ed.
Professor of Education and Supervisor of Practice Teaching

W. G. Fleming, B.A., Ed.D.
Assistant Professor of Educational Research

G. E. Flower, M.A., Ed.D.
Professor of Education

J. F. Flowers, B.P.H.E., Ed.D.
Lecturer in Educational Research

H. M. Fowler, B.A., Ed.D.
Professor of Education

R. W. B. Jackson, B.A., Ph.D.
Professor of Educational Research and Director of the Department of Educational Research

M. D. Parmenter, M.A.
Professor of Guidance and Director of the Guidance Centre

C. C. Pitt, M.A., B.Paed., Ph.D.
Professor of Educational Psychology

C. E. Phillips, B.A., D.Paed.
Professor of Education and Director of Graduate Studies

E. Brock Rideout, B.A., M.Ed.
Assistant Professor of Educational Research

H. W. Savage, B.A., Ed.D.
Lecturer in Educational Research

A. F. Skinner, M.A., B.Sc., Ph.D., F.E.I.S.
Professor of Education

G. E. Tait, B.A., B.Paed., Ed.D.
Professor of Elementary Education

SESSIONAL LECTURERS

In addition to members of the faculty of the Ontario College of Education, the following will offer courses in 1961–62:

OSWALD HALL, M.A., PH.D.
Professor, Department of Political Economy, University of Toronto

R. E. JONES, B.A., B.PAED.
Inspector of Special Education, Toronto Board of Education

J. R. KIDD, M.A., ED.D.
Secretary-Treasurer, Social Science Research Council and Humanities Research Council of Canada

WILLIAM LINE, O.B.E., B.SC., M.A., M.ED., PH.D.
Professor of Psychology, University of Toronto, and Special Lecturer in the Institute of Business Administration

T. J. MALLINSON, M.A., PH.D.
Clinical Teacher, Department of Psychiatry, Faculty of Medicine, University of Toronto

K. F. PRUETER, B.A., B.PAED., ED.D.
Superintendent of Public Schools, Etobicoke, Ontario

C. J. SCRIBA, DR. RER. NAT. GIESSEN
Lecturer, Department of Mathematics, University of Toronto

D. C. WILLIAMS, M.A., PH.D.
Director of University Extension and Professor of Psychology, University of Toronto

GRADUATE DEGREE PROGRAMMES IN EDUCATION

The Ontario College of Education offers programmes of study leading to the graduate degrees of Bachelor of Education, Master of Education, Master of Arts, Doctor of Education and Doctor of Philosophy. Programmes for all but the B.Ed. are under the School of Graduate Studies.

The B.Ed., M.Ed. and Ed.D. are designed chiefly for the professional improvement of qualified and experienced teachers pursuing a career in the work of the schools. The M.A. and Ph.D. programmes tend to place less emphasis on education in the professional sense. A student may be admitted as a candidate for one of the several degrees. Alternatively he may enrol simply as a graduate student if he does not meet all requirements for admission as a degree candidate, or if he does not wish to proceed immediately to a degree.

Graduate courses in education are offered both in regular sessions and summer sessions. While it is possible to complete residence requirements for the B.Ed. and M.Ed. through attendance at summer sessions only, varying periods of full-time attendance in regular sessions are required for other degrees as outlined below.

Degree of Bachelor of Education

(1) For admission as a candidate for the degree of Bachelor of Education an applicant shall (a) hold a university degree acceptable to the Ontario College of Education, (b) hold a certificate as a teacher valid in Ontario issued after an approved course in a recognized training school, or a certificate valid elsewhere and acceptable to the College, and (c) have completed at least one year's successful teaching experience subsequent to having obtained a teaching certificate.

(2) To gain admission students should write to the Director of Graduate Studies for an application form. All applicants must return this form with transcripts *in duplicate* of their record in undergraduate work. Ontario teachers must give the name and number of their professional certificates, the date of their attendance at the Ontario College of Education or at a Teachers' College, and facts about their professional experience in Ontario. Other teachers must submit two photostatic copies of a professional certificate, transcripts *in duplicate* of their professional training, and facts supported by a letter or other official evidence of successful experience as a teacher.

(3) To complete requirements for the degree the candidate shall attend and obtain standing on Education 101 and 102 as listed under Units of Instruction (page 13). Standing in a course is defined as a

minimum of 60 per cent. B.Ed. candidates are also required to attend additional lectures on sources of information about education and on reading educational materials of a technical nature. Students who begin graduate study with units other than 101 and 102 are NOT eligible for the degree of Bachelor of Education, although they may proceed to the M.Ed. on successful completion of Education 101 and 102.

Degree of Master of Education

(1) For admission as a candidate for the degree of Master of Education an applicant shall hold the degree of Bachelor of Education from the University of Toronto with standing of at least 66 per cent in each of Education 101 and 102, or the applicant shall have qualifications and graduate standing deemed equivalent by the committee administering education courses.

(2) To gain admission students should write to the Director of Graduate Studies for an application form. Those who do not hold a Bachelor of Education degree from the University of Toronto must return the completed form along with: (a) transcripts *in duplicate* of their record in undergraduate work, in professional training, and in subsequent graduate work; (b) two photostatic copies of a professional certificate; (c) facts supported by a letter or other official evidence regarding their successful experience as a teacher.

(3) Candidates who have credit for graduate work in education at other universities beyond requirements for admission as an M.Ed. candidate may be granted credit for not more than two units in the M.Ed. programme.

(4) A candidate seeking to complete the M.Ed. without thesis shall obtain standing on six of the units of instruction. Such standing can be obtained only through attendance. Units are grouped in five broad fields: History and Philosophy of Education, Administration and Supervision, Psychology and Guidance, Curriculum and Methods, and Measurement and Statistics. A candidate shall select two units, or not more than three, from one of these fields, with the remaining courses spread over at least two of the other broad fields.

To meet the needs of the individual student arrangements can also be made, through the Director of Graduate Studies, to substitute approved graduate courses in other departments of the University for one or two of the required six units. It may also be possible, in the individual case, to plan a master's programme in advance in such a way that a portion of the required work will be done at another university, with prior approval of the committee administering education courses.

(5) Candidates may seek permission to proceed to the M.Ed. by thesis. Ordinarily such permission will be granted to students who have

obtained A standing (75 per cent or more) on two of the units of instruction. Candidates planning to proceed later to the degree of Doctor of Education are particularly advised to attempt the thesis option.

A candidate proceeding to the M.Ed. by thesis shall obtain standing on four units of instruction. He is advised to select Education 251, Research in Education, as one of his units. The thesis shall be on some approved topic, embodying the results of an original study conducted by the student. A statement on "Requirements Applicable to Masters' Theses" is available on request from the Director of Graduate Studies.

(6) If a candidate for the degree of Master of Education does not complete requirements for the degree within six calendar years from the date of his acceptance as an M.Ed. candidate, his candidature will lapse. He may subsequently apply for readmission, and may be so admitted by action of the committee administering education courses. Additional requirements, however, may be demanded of him at that time.

Degree of Doctor of Education

(1) An applicant for admission to the Ed.D. programme shall ordinarily hold the degree of Master of Education with high standing from the University of Toronto. Applicants holding a master's degree from another institution must submit the following to the Director of Graduate Studies for evaluation: (i) transcripts of all academic work; (ii) proof, if such is not included in the transcripts, of having received professional training as a teacher; (iii) proof of certification as a teacher, including full information about the certificate held; (iv) evidence of at least one year's successful experience as a teacher; (v) a copy of the master's thesis, if the applicant wrote such a thesis; (vi) the name of the applicant's faculty adviser at the university where the master's degree was obtained. With the exception of (v) and (vi), *all must be submitted in duplicate.*

(2) Acceptance as a candidate for the degree of Doctor of Education will also depend upon the applicant's score on a qualifying examination, and his successful completion of a qualifying research project. For 1961–62 the qualifying examination will consist of the Aptitude Test and the Advanced Test in Education of the Graduate Record Examinations offered by the Educational Testing Service of Princeton, New Jersey. Applicants who have already taken these tests should submit details of time and place to the Director of Graduate Studies. A statement on "Requirements Applicable to the Qualifying Research Project" is available from the Director of Graduate Studies.

An applicant who completed the requirements for the Master of Education degree at the University of Toronto by thesis may, if the committee administering education courses judges the thesis to be of sufficiently high quality, be excused from the qualifying research project. Similar consideration may be given by the committee at its discretion

to a thesis submitted as part of the requirements for a graduate degree at another university.

(3) To complete residence requirements for the degree of Doctor of Education a candidate shall be in attendance at the Ontario College of Education beyond the M.Ed. for one regular session.

(4) Course requirements will be standing on a minimum of four units of instruction, the choice of which will be determined by the candidate's professional interests and the nature of his proposed dissertation. Education 251, Research in Education, shall be one of the four units if the candidate has not already obtained credit for this unit. With the prior approval of the committee administering education courses, in individual cases appropriate graduate offerings of other departments of the University may be substituted for one or two of the required units; in any case a candidate's proposed plan of studies is subject to approval by the committee. A doctoral candidate may also wish to audit various University offerings aside from the required units as preparation for his dissertation. All candidates for the doctorate are required to attend the Seminar in Education (see page 20).

(5) The further and major requirement for the degree is the completion of a doctoral dissertation. A statement on "Requirements Applicable to Doctoral Dissertations" is available from the Director of Graduate Studies.

As early as possible during his period in residence a candidate should select a tentative topic and seek opinions in the seminar and by consultation with the staff regarding its suitability. When he has completed his plan the candidate will be required to present an outline of his proposed study for discussion in the seminar. He must at that time or subsequently obtain formal approval of his proposal from the committee administering education courses. Under no circumstances will a dissertation be examined for credit unless the topic and outline have received this initial approval.

After a completed dissertation has been approved by the examiners, the candidate shall furnish the Secretary of the School of Graduate Studies with four bound copies and shall make arrangements to publish the dissertation or an approved abstract thereof. If the candidate publishes only an abstract of his dissertation, he shall furnish the Secretary of the School of Graduate Studies with 25 copies of the abstract.

(6) If a candidate's thesis has not been submitted and accepted within five calendar years from the date of his acceptance as an Ed.D. candidate, his candidature will lapse. He may subsequently apply for readmission, and may be so admitted by action of the committee administering education courses. Additional requirements, however, may be demanded of him at that time.

Degrees of Master of Arts and Doctor of Philosophy

The Ontario College of Education as the Department of Educational Theory of the School of Graduate Studies offers courses leading to the degrees of M.A. and Ph.D. Courses for these degrees are taken in regular academic sessions.

Complete information concerning these degrees is given in the calendar of the School of Graduate Studies, University of Toronto. The following statements are included here for convenience only.

Full qualifications for admission to these courses are: an honours degree in Arts from the University of Toronto, or its equivalent; and a year of professional training at an approved university followed by successful experience as a teacher. But graduates of a pass or general course and graduates who lack the above professional training or experience as teachers may be admitted as candidates for these degrees after they have completed prerequisite courses prescribed to meet their particular needs.

Fully qualified candidates for the degree of Master of Arts may complete their course work in one regular session. The course requirements are two courses[1] in the Department of Educational Theory and one course in another department of the University. In addition a candidate for the M.A. degree will submit a thesis. In exceptional cases, at the discretion of the Department, additional course work may be substituted for the thesis.

Fully qualified candidates for the degree of Doctor of Philosophy may complete attendance requirements in three regular sessions, or in two regular sessions if they hold an M.A. degree in Educational Theory from this university, or the equivalent. Requirements for the degree ordinarily include: two minor courses, of which at least one shall be in some other department of the University; a major (ordinarily a composite of at least two courses) representing intensive work in one of the fields indicated under Units of Instruction on the following pages; a reading knowledge of French and German; and a doctoral thesis on some approved topic related to the student's major field.

[1]One graduate course is ordinarily the equivalent of two education units.

UNITS OF INSTRUCTION

Units of instruction, each equivalent to one half-course as defined by the School of Graduate Studies, are offered as detailed below. Two units constitute a full-time programme in the summer session, six units a full-time course programme in the regular session.

A student's eligibility for enrolment in any unit is subject to approval by the committee administering education courses.

Key to Numbering of Units

(a) Units numbered in the 100's are required for the B.Ed. degree, although they may be taken for M.Ed. credit by students who are granted the equivalent of B.Ed. standing for graduate work done elsewhere. These courses are offered in regular sessions and in summer sessions every year.

(b) Units numbered in the 200's are offered in regular sessions and in summer sessions. Those with numbers ending in 1, 2, 3, and 4 are offered every year; those with numbers ending in 5, 7, and 9 are ordinarily offered in odd-numbered years (e.g. Summer Session 1961, and Regular Session 1961–62); those with numbers ending in 6, 8, and 0 are ordinarily offered in even-numbered years (e.g. Summer Session 1962, Regular Session 1962–63).

(c) Units numbered in the 300's are advanced or specialized courses at the doctoral level and ordinarily are offered only in regular sessions and only when there is sufficient demand.

HISTORY AND PHILOSOPHY OF EDUCATION

101. Our European Heritage (Professor Skinner)

A review of the educational thought and practice of the educationists of the past considered to be most outstanding and most influential in the history of European education to the present day: including, where appropriate, references to sources which have influenced education in Canada and the United States. A closer study of more recent educational thought in Europe, and the more recent history of educational developments in Britain. Educational provision in Britain in the last two centuries, with particular reference to rapidly changing social conditions, to increasing State intervention, and to the growth, features and problems of the national system of education in England today.

102. Our North American Background

(Professor C. E. Phillips, regular session; Professor Tait and Dr. Brehaut, Summer Session 1961)

A survey of the history of education in Canada, covering: (i) education in different parts of Canada prior to the establish-

ment of school systems under public control; (ii) the growth of public education, the history of provincial systems, and topical study of various aspects of their administration; (iii) the development of educational thought in Canada and topical study of various aspects of curriculum and method. Concomitant references to the development of public education in the United States.

206. Comparative Education (.....)

A comparative study of the educational systems, their problems and practices, in such countries as Great Britain, U.S.A., France and the U.S.S.R., and in other countries as time may permit or as the interests of students may determine. Attention will be given not merely to the factual data of organization and administration but also to the educational thought supporting them, to contrasts and similarities in problems and solutions relative to education in Canada, and to the understanding in some degree of the social, economic, historical or other factors which have fashioned the development of these systems.

Not offered in 1961.

207. Sociology of Education (Professor Hall)

The school in its contemporary social setting, including such topics as the following: the work setting—school status and authority systems; the teacher in the school setting—models of the job, types and stages of careers; the community setting—social class, ethnic and religious groups in relation to the school; social change and the school—the impact of technology, patterns of community growth.

208. Modern Philosophies of Education (Professor C. E. Phillips)

Traditional and environmental influences on social and educational thought; current philosophies of education; possible explanations of different points of view; ideas of various thinkers on educational issues; Canadian attitudes; constructing a philosophy of education.

Not offered in Summer Session 1961.

210. History of Education in Canada (Professor C. E. Phillips)

This unit will be conducted partly as a seminar in which students will present papers on selected aspects of education in different provinces based on historical theses and other library materials which have been collected for the purpose. There will also be lectures to direct topical study of the development in Canada of educational administration and finance, of the role in education of the church and the federal government, of curriculum and methods, of teacher education, and other aspects of education to be decided in class. *Unit 102 is a prerequisite for enrolment in this unit.*

Not offered in Summer Session 1961.

301. History of Educational Thought to 1750 (Professor Skinner)

A study, in general, of the influence of educational thought to 1750 in shaping the developing conceptions of the aims and meaning of the educational process: its contribution towards a sound basis for the interpretation and appreciation of modern theories and practices. The writings and influence of prominent thinkers: in particular, of the great educational figures of the ancient Graeco-Roman period, of some of the outstanding figures of the pre-Renaissance and Renaissance centuries: of the immediate forerunners of modern education in the seventeenth century.

302. History of Education in Great Britain (Professor Skinner)

A study of the origins and development of contrasting educational traditions and educational provision in the constituent countries of Great Britain. Consideration of social and religious and other factors of influence as well as reference to outstanding people whose thought or practices influenced contemporary and subsequent developments. More detailed attention to the more recent history of developments in education, chiefly in England, with a view to an understanding of the purposes and problems of a highly influential system of modern education, whose main features are those of complexity, variety, and flexibility, and of the articulation of its various stages and parts.

303. History of Education in the U.S.A. (Professor C. E. Phillips)

A survey of social and political developments related to education and of educational developments in the United States, with emphasis on the north eastern states and intensive study of aspects which are of special interest to the student group.

304. History of Education in Ontario (Professor C. E. Phillips)

Intensive study of major educational developments in this province.

305. Seminar in History and Philosophy of Education (Staff members as above)

A seminar for detailed study of selected topics, offered in regular session only and when there is sufficient demand. Ordinarily limited to advanced graduate students specializing in the field of history and philosophy of education.

ADMINISTRATION AND SUPERVISION

211. School Law and Administration of Education in Ontario (Professor Dadson)

A course illustrating the major problems in the administration of education through a detailed study of school law and practice in Ontario; designed in particular for those who hold or are preparing for positions as principals, inspectors, or administrators in Ontario.

212. SUPERVISION (Professor Flower, regular session; Dr. Prueter, Summer Session 1961)

Principles, problems and procedures of educational supervision, with emphasis on a co-operative approach to the improvement of instruction. Functions of supervisors at various levels, including those of the school principal. (Associated with Dr. Prueter in this course during the Summer Session will be a number of visitors recognized as outstanding practitioners in various aspects of supervision.)

214. ADMINISTRATION OF PUBLIC EDUCATION IN CANADA (Professor Flower)

Principles, problems and procedures of educational administration, including consideration of such topics as the governmental structure of education, centralization and decentralization, internal organization of school systems, personnel and business administration. Comparisons between various provinces will be stressed throughout the course, with reference to patterns in other countries as well.

217. EDUCATIONAL FINANCE (Professor Rideout)

The financial support of education at the various levels of government. Principles and practices of grant structure and distribution; problems of assessment, tax collection, budgeting; the relationship of the financial support of education to that of other governmental functions.

311. SEMINAR IN SUPERVISION (Staff members as above and Professor Tait)

A seminar for advanced students, on selected current problems and issues in the supervision of education.

312. SEMINAR IN ADMINISTRATION (Staff members as above)

A seminar for advanced students, on selected problems and developments in educational administration.

PSYCHOLOGY AND GUIDANCE

221. PSYCHOLOGY APPLIED TO ELEMENTARY EDUCATION (Professor Pitt)

The psychology of children of elementary school age: their physical, motor, social, emotional, moral, and mental development. The psychology of learning: systematic theories, motivation, transfer, etc. The psychology of certain elementary school subjects.

222. PSYCHOLOGY APPLIED TO SECONDARY EDUCATION (Professor Pitt, regular session; Dr. Mallinson, Summer Session 1961)

The psychology of children of pre-adolescent and adolescent age: their physical, motor, social, emotional, moral and mental develop-

ment. The adolescent and society. The psychology of learning: systematic theories, motivation, transfer, etc. The psychology of certain secondary school subjects.

225. Introduction to Personality Theory in Relation to Education (Professor Williams)

The relationship between personality theory and research and research and theory in other areas of psychology; an examination of the structure and dynamics of personality as seen in three or four of the major contemporary theories—perhaps Freud, Sullivan, Lewin, Allport; particular consideration of the relevance of these to the teacher-pupil and administrator-teacher relationships.

226. Mental Health in Education (Professor Line)

The factors involved in child development (pre-school period, early school years, intermediate years, adolescence) and the difficulties and problems of each period. The preventive and remedial phases of mental health.

Offered in Summer Session 1961.

227. Introduction to Guidance (Professor Parmenter)

Basic principles and current practices in educational and vocational guidance, with a discussion of diagnosis, counselling, and the place of group work, in a student personnel programme.

321. Advanced Educational Psychology (Professor Pitt)

A seminar approach will be employed for studying selected topics in child psychology, the psychology of adolescence, and the psychology of learning.

322. Individual Psychological Testing (Professor Pitt)

The administration and interpretation of the Revised Stanford-Binet, the Wechsler-Bellevue, and the Grace-Arthur Performance Tests. An acquaintance with selected projective techniques. Only students with an adequate knowledge of psychological theory will be accepted.

323. Advanced Work in Guidance (Professor Parmenter)

Intensive study, for students specializing in guidance, of selected problems and practices in this field.

CURRICULUM AND METHODS

235. Current Practices in Elementary Education (Mr. Jones)

A study of general methods, specific methods, procedures and techniques as applied in modern elementary schools. An examination of experiments in methodology including laboratory systems, unit plans and enrichment programmes.

236. Curriculum Development (.....)

Principles, problems, experiments, trends in curriculum development in elementary and secondary schools. Factors involved in leadership in curriculum development and the improvement of instruction. Analysis of curriculum programme in relation to modern concepts of curriculum.

Not offered in 1961.

238. Diagnosis and Remedial Instruction (.....)

Study of pupil difficulties and techniques of preventive and remedial teaching, with special emphasis on practices suitable for typical classrooms; use of diagnostic tests, observations and examinations and interpretation of the results.

Not offered in 1961.

239. Adult Education (Dr. Kidd)

History and organization of adult education in Canada; a survey of current philosophies of education in the adult field; psychology of learning for adults; problems of administration and presentation of adult education, and allied topics.

240. Current Practices in Secondary Education (.....)

Study of general methods, specific methods, procedures and techniques as applied in modern secondary schools. Examination of some experiments in methodology and organization.

Not offered in 1961.

261. Historical Development of Mathematical Thought (Dr. Scriba)

A course for teachers of mathematics, with particular reference to the concept of number and its applications in the teaching of mathematics in the schools. Historical development of number systems, and some current implications.

MEASUREMENT AND STATISTICS

241. Educational Measurement and Evaluation I (Professor Fowler)

A beginning course in educational measurement and evaluation, designed to introduce students to theoretical concepts of measurement and evaluation such as reliability and validity of tests. More technical aspects are given only general treatment. The course deals almost entirely with measuring devices required by classroom teachers. Topics included are: the role of evaluation in the schools; general principles of evaluation; types of devices for measurement

and evaluation; teacher-constructed tests, essay-type and objective-type; survey of available standardized tests of achievement; the school testing programme; interpretation of test results; using marks and test scores to improve school work.

242. Elementary Statistics (Dr. Savage)

An introductory course dealing largely with descriptive statistics. Some of the general implications of statistical inference are also presented. A mathematical background is not required.

243. Intermediate Statistics (Professor Jackson)

A first course in statistical inference. Emphasis will be placed on tests of statistical hypotheses expressed in terms of means, frequencies, and proportions. A mathematical background is not essential.

246. Educational Measurement and Evaluation II (Professor Fleming)

A second course in educational measurement and evaluation. Theoretical concepts of measurement, such as test reliability and test validity, are treated comprehensively. Attention is centred upon evaluating such functions as aptitude, attitude, interests, and various aspects of personality. Devices such as questionnaires, rating scales, autobiographies, and sociometric scales, will be considered theoretically and practically. General principles of constructing tests and other evaluating devices will be introduced. Attention will be paid to statistics required in processing test scores. Other topics to be considered are the following: general principles of evaluation (as applied to tests other than achievement tests); classifications of tests; survey of personality and aptitude tests; more technical aspects of test score interpretation.

Not offered in 1961.

341. Theory and Practice of Test Construction (Dr. Flowers)

A course dealing with the technical and other problems involved in the construction of standardized tests. Students are given an opportunity to design and try out tests and to analyze the results. The emphasis is on practical work.

Offered in Summer Session 1961.

342. Advanced Statistics (Professor Jackson)

A course in design of experiments and multivariate analysis of data. Major topics include linear and multiple regression, with associated tests of hypotheses, analysis of variance for simple and complex experimental designs, and the use of analysis of covariance. A knowledge of calculus is not essential.

RESEARCH AND SPECIAL STUDIES
(In All Fields)

Offerings in this section are grouped here for convenience, since they are not limited to any one of the special fields detailed above.

251. Research in Education (Professor Fowler, regular session; Professor Fleming, Summer Session 1961)

Nature of scientific thinking. Finding and defining the research problem. Advantages, disadvantages, limitations and theoretical aspects of various methods of doing research in education. Location, evaluation, analysis and presentation of data. The research report.

252. Individual Study and Problems

In order to provide flexibility in rounding out an individual student's background, and in keeping with his particular scholarly and professional interests, provision is made under this heading for qualified students, individually or in small groups, to obtain course credit for directed specialized study. Such studies may be in any of the special fields in which instruction is offered. Arrangements should be made by the individual advanced graduate student and the appropriate staff member, subject to approval of the study plan by the Director of Graduate Studies. Course credit can NOT be obtained under this heading for a thesis investigation proper, although the specialized study may be closely related to the topic of a thesis.

351 Specialized Research Methods (Appropriate staff members)

An advanced course in research design, with special attention to various types of research methodology appropriate to the investigation of specific problems in education.

Seminar in Education

This seminar, attended by advanced graduate students and by members of the faculty, provides candidates for the doctorate with an opportunity to present an outline of the problem they propose to investigate for their dissertation, and to discuss and defend the procedures they intend to use. This seminar carries no course credit, but all candidates for the doctorate are required to attend it for at least one academic session. Candidates proceeding to a master's degree by thesis may also attend at the discretion of the committee administering education courses.

GENERAL INFORMATION

Application and Registration

Copies of application forms are available from the Director of Graduate Studies. Students should complete these forms and submit them by mail or in person to arrive as follows:

March 1–March 31 for the 1961 Summer Session
September 15 for the 1961–62 Session.

Final registration will take place at the Ontario College of Education at 1.30 p.m., Monday, July 3 for the 1961 Summer Session and at 10 a.m., Monday, September 25 for resident students in the 1961–62 Regular Session.

Study in Summer Session

March 1–31 has been established as a period of advance enrolment for the summer session in order to allow time for preparatory reading. Soon after acceptance of application forms from a student, he will be notified of such readings as may be recommended for the unit he has selected. He is strongly advised to complete such preparatory reading in advance of the necessarily concentrated summer session.

Although examinations will be held at the end of the six-week summer session, in most units students will be required to complete and submit additional term work before the end of November. If required term work is not submitted by that date, the student will be regarded as having failed. Final grades will be mailed by the end of December.

Students may enrol for not more than two units in a summer session.

Examinations

All examinations will be held at the Ontario College of Education. Final examinations in each unit will be scheduled at the end of the regular session or summer session in which the unit is offered. Students must sit for the final examination at that time. In case of inability to write an examination because of serious illness, a student should immediately inform the Director of Graduate Studies. Permission may then be granted to write the examination, without further fee, on a subsequent occasion when the unit is offered. No student will be permitted to rewrite the examination in any unit without reattending the classes in that unit and paying fees as if it were an additional unit. Pass standing above the B.Ed. level is 66%. Any student whose work is judged to be unsatisfactory by the committee administering graduate courses in education may be required to withdraw.

After-Hours Classes in Regular Session

During the Regular Session 1961–62 certain units, including 212, 221, 242 and 235 will be offered weekdays at 4.30 p.m. Unit 101 will be offered Saturdays at 10 a.m. Qualified, fully employed teachers may enrol for one such course. Details will be available at the College by August 1.

Elementary-School Inspector's Certificate

The Ontario Department of Education issues an Elementary-School Inspector's Certificate to those who meet requirements as laid down by the Ontario Department of Education. One of those requirements is successful completion of Education 221 *or* 241, Education 211 *or* 214,

Education 212 *or* 235, and one other unit. Certain units formerly offered by the College are also acceptable under the Regulations. Details are available from the Director of Graduate Studies, or from the Ontario Department of Education.

In this connection an Internship Plan is operated jointly by the Ontario College of Education and the Ontario Department of Education. The purpose of the plan is to provide practical field experience in supervision and administration for graduate students who are, or may be, candidates for the Ontario Elementary-School Inspector's Certificate. Under this plan selected students may spend two weeks with a provincial school inspector in the field. Credit will be given for this experience in Education 211 and/or 212. Details are available from the Director of Graduate Studies.

Living Accommodation

Rooms for a limited number of students are available in university residences at a cost of approximately $3 per day. Men should address inquiries to the Secretary's Office, Devonshire House, University of Toronto; women should write to Mrs. H. A. Innis, 79 St. George St., Toronto. Meals can be obtained in Hart House.

A list of rooms and apartments in private homes near the College is available from the Director of Graduate Studies. Rents vary considerably depending upon the quality of accommodation and location, but students should expect to pay about $10 a week for suitable quarters.

FEES

Fees are payable at the Chief Accountant's Office of the University of Toronto when the student's application forms have been approved and returned to him for payment.

SCHEDULE OF FEES

Courses leading to professional degrees—B.Ed., M.Ed., Ed.D.:

regular session	$260
summer session	$110
supervision of thesis	$110

Courses leading to the M.A. and Ph.D. degrees, including supervision of thesis:

regular session, full time	
men	$411
women	$393

Graduate courses for students not proceeding, or not immediately proceeding, to a degree:

regular session:	one graduate course	$90
	each additional course	$80
	half course, or unit	$50
summer session:	one unit	$60
	two units	$110

Included in the above are registration, examination, incidental and degree fees, except that candidates submitting a thesis during a session for which they are not otherwise registered shall pay a re-registration fee of $52.

FELLOWSHIPS AND OTHER FINANCIAL ASSISTANCE FOR STUDENTS

1. *The William Pakenham Fellowship in Education*

The late William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct in behalf of the activities of the Ontario College of Education.

Accordingly a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Senate. The Fellowship shall be awarded at such intervals and have such value (usually $2,000) as the Senate, on the recommendation of the Council of the Ontario College of Education, may from time to time determine. Applicants must be residents of Ontario, holding a Bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

Application forms are available from the Director of Graduate Studies, and should be submitted by March 1st.

2. *Graduate and Research Assistantships*

Two graduate assistantships are available for students proceeding to advanced degrees in the Ontario College of Education. Interested persons should consult the Director of Graduate Studies.

A limited number of research assistantships in the Department of Educational Research and the Guidance Centre are also available each year. Interested students should consult the Director of the Department of Educational Research and the Director of the Guidance Centre.

These part-time assistantships carry stipends of up to $2,000.

3. *The F.W.T.A.O. Fellowship*

This annual fellowship has a value of $3,000. Ordinarily applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications may be considered. For further information write to the Director of Graduate Studies, Ontario College of Education.

4. *Ontario Secondary School Teachers' Federation Awards*

(a) O.S.S.T.F. Scholarship for Educational Research.

This annual scholarship, ordinarily of $2,500, is open to practising teachers in Canada undertaking full-time study at a university of their choice toward a doctorate degree in a field related to the work of the schools. Details are available from the General Secretary, O.S.S.T.F., 194 Bloor Street West, Toronto 5.

(b) Ansley Memorial Awards

An award or awards of up to $1,000 is offered annually by the O.S.S.T.F. as a memorial to the late J. W. Ansley. Open to any Ontario secondary school teacher (ordinarily with five or more years of teaching experience), the award is intended to assist with the costs of a significant educational study. Details are available from the General Secretary, O.S.S.T.F., 194 Bloor Street West, Toronto 5.

5. *Fellowships Tenable for Graduate Study in Any Department of the University of Toronto*

The following awards are open to qualified graduate students proceeding to degrees offered in any department of the University. Application forms can be secured from the Secretary of the School of Graduate Studies, and completed applications, together with official transcripts of undergraduate and any graduate work, must be submitted to her before March 1st.

(a) Sidney Smith Fellowship of $2500.

(b) Special Fellowships, three to six, of $1250, $1500, or $1800, plus academic fees.

(c) University of Toronto Open Fellowships: four at $1800, four at $1500, six at $1250, plus academic fees.

(d) Sir Joseph Flavelle Scholarships: two of approximately $1,000 each.

(e) The George Sidney Brett Memorial Fellowship of approximately $725.

(f) The R. V. LeSueur Fellowship of $500 and $320 tuition fees.

(g) The Margaret and Nicholas Fodor Fellowship of approximately $800.

6. *Canada Council Awards*

The Canada Council has announced a series of awards, tenable in the graduate faculty of any university, which include the following of interest to students in Education: (i) Pre-Master's Degree Scholarships of an average value of $1,500, (ii) Pre-Doctor's Degree Fellowships of an average value of $2,000 plus travel allowance; and (iii) awards of an average value of $2,000 plus travel allowance, for teachers in secondary schools to improve their qualifications in the arts, humanities, and social sciences, including mathematics. Application forms are available from the Secretary, The Canada Council, 140 Wellington Street, Ottawa, Canada.

CALENDAR 1961

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CALENDAR 1962

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UNIVERSITY OF TORONTO

Courses Leading To Graduate Degrees In Education 1962-1963

Ontario College of Education
371 Bloor Street West
Toronto 5, Ontario

For information regarding courses leading to professional certificates and the work of the College generally, see the *Calendar of the Ontario College of Education*. For information regarding courses in library science, see the *Calendar of the Library School*, Ontario College of Education.

UNIVERSITY OF TORONTO

Courses Leading To Graduate Degrees In Education 1962 - 1963

Ontario College of Education
371 Bloor Street West
Toronto 5, Ontario

UNIVERSITY OF TORONTO PRESS
1962

CONTENTS

	Page
Administrative Officers	5
After-Hours Classes in Regular Session	21
Application and Registration	21
Calendar, 1962–63	4
Elementary-School Inspector's Certificate	21
Examinations	21
Fees	22
Fellowships and Other Financial Assistance	23
Graduate Degree Programmes in Education	
Bachelor of Education	8
Master of Education	9
Doctor of Education	10
Master of Arts	12
Doctor of Philosophy	12
Living Accommodation	22
Summer Session	21
Teaching Faculty	6
Units of Instruction	13

Please address all enquiries concerning graduate work in education to

Director of Graduate Studies,
Ontario College of Education,
371 Bloor St. W.,
Toronto 5, Ontario.

CALENDAR, 1962–63

1962	March 1–31	Advance enrolment for the 1962 Summer Session. Preparatory reading assignments available.
	April 16–19	Examinations, 1961–62 Regular Session.
	May 28–31	Spring Convocation.
	July 3	Summer Session registration—1.30 p.m.
	July 4	First lectures of the Summer Session.
	August 9, 10, 11	Examinations, Summer Session.
	September 24	Regular Session registration—10 a.m.
	October 8	Thanksgiving Day.
	November 11	Remembrance Day Service.
	November 23	Autumn Convocation.
	December 19	Last lectures, Autumn Term.
1963	January 2	First lectures of the Winter Term.
	March 1–31	Advance enrolment for the 1963 Summer Session. Preparatory reading lists available.
	April 11	Last lectures, Regular Session.
	April 12	Good Friday.
	April 22–26	Examinations, 1962–63 Regular Session.
	May 27–30	Spring Convocation.

Administrative Officers

THE UNIVERSITY

President	C. T. Bissell, M.A., PH.D., D.LITT., LL.D., F.R.S.C.
Executive Assistant to the President	J. H. Sword, M.A.
Registrar	R. Ross, M.B.E., M.A.
Chief Librarian	R. H. Blackburn, M.A., B.L.S., M.S.

ONTARIO COLLEGE OF EDUCATION

Dean	B. C. Diltz, M.A., LL.D.
Registrar of the College	Miss A. A. L. Elliott, B.A.
Librarian	Miss D. A. Thompson, B.A.
Director of Graduate Studies	C. E. Phillips, B.A., D.PAED.

SCHOOL OF GRADUATE STUDIES

Dean	A. R. Gordon, O.B.E., M.A., PH.D., F.R.S.C.
Associate Dean, Division I (including Educational Theory)	C. R. Myers, M.A., PH.D.
Associate Dean, Division II	K. C. Fisher, M.A., PH.D., F.R.S.C.
Secretary	Miss J. E. Gordon, B.A.

TEACHING FACULTY FOR DEGREE PROGRAMMES IN EDUCATION, 1962–63

ONTARIO COLLEGE OF EDUCATION

B. C. DILTZ, M.A., LL.D.
Dean of the Ontario College of Education

W. BREHAUT, M.A., ED.D.
Assistant Professor of Educational Research

D. F. DADSON, B.A., B.ED.
Professor of Education and Supervisor of Practice Teaching

W. G. FLEMING, B.A., ED.D.
Associate Professor of Educational Research

G. E. FLOWER, M.A., ED.D.
Professor of Education and Associate Director of Graduate Studies

J. F. FLOWERS, B.P.H.E., ED.D.
Assistant Professor of Educational Research

H. M. FOWLER, B.A., ED.D.
Professor of Education

R. W. B. JACKSON, B.A., PH.D., F.R.S.S.
Professor of Educational Research and Director of the Department of Educational Research

M. D. PARMENTER, M.A.
Professor of Guidance and Director of the Guidance Centre

C. C. PITT, M.A., B.PAED., PH.D.
Professor of Educational Psychology

C. E. PHILLIPS, B.A., D.PAED.
Professor of Education and Director of Graduate Studies

E. BROCK RIDEOUT, B.A., M.ED.
Associate Professor of Educational Research

H. W. SAVAGE, B.A., ED.D.
Assistant Professor of Educational Research

A. F. SKINNER, M.A., B.SC., PH.D., F.E.I.S.
Professor of Education

G. E. TAIT, B.A., B.PAED., ED.D.
Professor of Elementary Education

SESSIONAL LECTURERS

In addition to members of the faculty of the Ontario College of Education, the following will offer courses in 1962–63:

C. C. ANDERSON, M.A., ED.B., PH.D.
Associate Professor of Educational Psychology, University of Alberta

H. O. BARRETT, B.A., D.PAED.
North Toronto Collegiate Institute, Toronto

W. E. BLATZ, M.A., M.B., PH.D.
Professor of Psychology, University of Toronto

MISS M. E. D. ELLIS, B.A., B.A.SC., M.ED.
Winston Churchill Collegiate Institute, Scarborough

MISS MARGARET GERRARD, B.A., M.ED.
Reading Consultant, East York Board of Education

DAVID LAWSON, B.S.S., M.A., ED.D.
Assistant Professor of Education, University of British Columbia

WILLIAM LINE, O.B.E., B.SC., M.A., M.ED., PH.D.
Professor of Psychology, University of Toronto, and Special Lecturer in the Institute of Business Administration

A. S. MOWAT, M.A., B.ED.
Professor of Education, Dalhousie University

K. F. PRUETER, B.A., B.PAED., ED.D.
Superintendent of Public Schools, Etobicoke, Ontario

F. K. STEWART, M.A., M.ED.
Executive Secretary, Canadian Education Association

A. M. THOMAS, B.A., M.A.
Associate Director, Canadian Association for Adult Education

S. A. WATSON, B.A.
Formerly Superintendent of Curriculum, Ontario Department of Education

J. H. WORMSBECKER, M.A., ED.D.
John Oliver Junior-Senior High School, Vancouver, B.C.

GRADUATE DEGREE PROGRAMMES IN EDUCATION

The Ontario College of Education offers programmes of study leading to the graduate degrees of Bachelor of Education, Master of Education, Master of Arts, Doctor of Education and Doctor of Philosophy. Programmes for all but the B.Ed. are under the School of Graduate Studies.

The B.Ed., M.Ed. and Ed.D. are designed chiefly for the professional improvement of qualified and experienced teachers pursuing a career in the work of the schools. The M.A. and Ph.D. programmes tend to place less emphasis on education in the professional sense. A student may be admitted as a candidate for one of the several degrees. Alternatively he may enrol simply as a graduate student if he does not meet all requirements for admission as a degree candidate, or if he does not wish to proceed immediately to a degree.

Graduate courses in education are offered both in regular sessions and summer sessions. While it is possible to complete residence requirements for the B.Ed. and M.Ed. through attendance at summer sessions only, varying periods of full-time attendance in regular sessions are required for other degrees as outlined below.

Degree of Bachelor of Education

(1) For admission as a candidate for the degree of Bachelor of Education an applicant shall (a) hold a university degree acceptable to the Ontario College of Education, (b) hold a certificate as a teacher valid in Ontario issued after an approved course in a recognized training school, or a certificate valid elsewhere and acceptable to the College, and (c) have completed at least one year's successful teaching experience subsequent to having obtained a teaching certificate.

(2) To gain admission students should write to the Director of Graduate Studies for an application form. All applicants must return this form with transcripts *in duplicate* of their record in undergraduate work. Ontario teachers must give the name and number of their professional certificates, the date of their attendance at the Ontario College of Education or at a Teachers' College, and facts about their professional experience in Ontario. Other teachers must submit two photostatic copies of a professional certificate, transcripts *in duplicate* of their professional training, and facts supported by a letter or other official evidence of successful experience as a teacher.

(3) To complete requirements for the degree the candidate shall attend and obtain standing on Education 101 and 102 as listed under Units of Instruction (page 13). Standing in a course is defined as a

minimum of 60 per cent. B.Ed. candidates are also required to attend additional lectures on sources of information about education and on reading educational materials of a technical nature. Students who begin graduate study with units other than 101 and 102 are NOT eligible for the degree of Bachelor of Education, although they may proceed to the M.Ed. on successful completion of Education 101 and 102.

Degree of Master of Education

(1) For admission as a candidate for the degree of Master of Education an applicant shall hold the degree of Bachelor of Education from the University of Toronto with standing of at least 66 per cent in each of Education 101 and 102, or the applicant shall have qualifications and graduate standing deemed equivalent by the committee administering education courses.

(2) To gain admission students should write to the Director of Graduate Studies for an application form. Those who do not hold a Bachelor of Education degree from the University of Toronto must return the completed form along with: (a) transcripts *in duplicate* of their record in undergraduate work, in professional training, and in subsequent graduate work; (b) two photostatic copies of a professional certificate; (c) facts supported by a letter or other official evidence regarding their successful experience as a teacher.

(3) Candidates who have credit for graduate work in education at other universities beyond requirements for admission as an M.Ed. candidate may be granted credit for not more than two units in the M.Ed. programme.

(4) A candidate seeking to complete the M.Ed. without thesis shall obtain standing on six of the units of instruction. Such standing can be obtained only through attendance. The M.Ed. program is intended to give a comprehensive knowledge of education, and to provide at the same time for specialization in one field. Units are grouped in five broad fields: History and Philosophy of Education, Administration and Supervision, Psychology and Guidance, Curriculum and Methods, and Measurement and Statistics. Ordinarily a candidate shall select two units, or not more than three, from one of these fields, with the remaining courses spread over at least two of the other broad fields. The choice of units is subject to the approval of the Director of Graduate Studies.

To meet the needs of the individual student arrangements can also be made, through the Director of Graduate Studies, to substitute approved graduate courses in other departments of the University for one or two of the required six units. It may also be possible, in the individual case, to plan a master's programme in advance in such a way that a portion of the required work will be done at another university, with prior approval of the committee administering education courses.

(5) Candidates may seek permission to proceed to the M.Ed. by thesis. Ordinarily such permission will be granted to students who have obtained A standing (75 per cent or more) on two of the units of instruction. Candidates planning to proceed later to the degree of Doctor of Education are particularly advised to attempt the thesis option.

A candidate proceeding to the M.Ed. by thesis shall obtain standing on four units of instruction. He is advised to select Education 251, Research in Education, as one of his units. The thesis shall be on some approved topic, embodying the results of an original study conducted by the student. A statement on "Requirements Applicable to Masters' Theses" is available on request from the Director of Graduate Studies.

(6) If a candidate for the degree of Master of Education does not complete requirements for the degree within six calendar years from the date of his acceptance as an M.Ed. candidate, his candidature will lapse. He may subsequently apply for readmission, and may be so admitted by action of the committee administering education courses. Additional requirements, however, may be demanded of him at that time.

Degree of Doctor of Education

(1) An applicant for admission to the Ed.D. programme shall ordinarily hold the degree of Master of Education with high standing from the University of Toronto. Applicants holding a master's degree from another institution must submit the following to the Director of Graduate Studies for evaluation: (i) transcripts of all academic work; (ii) proof, if such is not included in the transcripts, of having received professional training as a teacher; (iii) proof of certification as a teacher, including full information about the certificate held; (iv) evidence of at least one year's successful experience as a teacher; (v) a copy of the master's thesis, if the applicant wrote such a thesis; (vi) the name of the applicant's faculty adviser at the university where the master's degree was obtained. With the exception of (v) and (vi), *all must be submitted in duplicate.*

(2) Acceptance as a candidate for the degree of Doctor of Education will also depend upon the applicant's score on a qualifying examination, and his successful completion of a qualifying research project. For 1962–63 the qualifying examination will consist of the Aptitude Test and the Advanced Test in Education of the Graduate Record Examinations offered by the Educational Testing Service of Princeton, New Jersey. Applicants who have already taken these tests should submit details of time and place to the Director of Graduate Studies. A statement on "Requirements Applicable to the Qualifying Research Project" is available from the Director of Graduate Studies.

An applicant who completed the requirements for the Master of Education degree at the University of Toronto by thesis may, if the committee administering education courses judges the thesis to be of sufficiently high quality, be excused from the qualifying research project.

Similar consideration may be given by the committee at its discretion to a thesis submitted as part of the requirements for a graduate degree at another university.

(3) To complete residence requirements for the degree of Doctor of Education a candidate shall be in attendance at the Ontario College of Education beyond the M.Ed. for one regular session.

(4) Course requirements will be standing on a minimum of four units of instruction, the choice of which will be determined by the candidate's professional interests and the nature of his proposed dissertation. Education 251, Research in Education, shall be one of the four units if the candidate has not already obtained credit for this unit. With the prior approval of the committee administering education courses, in individual cases appropriate graduate offerings of other departments of the University may be substituted for one or two of the required units; in any case a candidate's proposed plan of studies is subject to approval by the committee. A doctoral candidate may also wish to audit various University offerings aside from the required units as preparation for his dissertation. All candidates for the doctorate are required to attend the Seminar in Education (see page 20).

(5) The further and major requirement for the degree is the completion of a doctoral dissertation. A statement on "Requirements Applicable to Doctoral Dissertations" is available from the Director of Graduate Studies.

As early as possible during his period in residence a candidate should select a tentative topic and seek opinions in the seminar and by consultation with the staff regarding its suitability. When he has completed his plan the candidate will be required to present an outline of his proposed study for discussion in the seminar. He must at that time or subsequently obtain formal approval of his proposal from the committee administering education courses. Under no circumstances will a dissertation be examined for credit unless the topic and outline have received this initial approval.

After a completed dissertation has been approved by the examiners, the candidate shall furnish the Secretary of the School of Graduate Studies with four bound copies and shall make arrangements to publish the dissertation or an approved abstract thereof. If the candidate publishes only an abstract of his dissertation, he shall furnish the Secretary of the School of Graduate Studies with 25 copies of the abstract.

(6) If a candidate's thesis has not been submitted and accepted within five calendar years from the date of his acceptance as an Ed.D. candidate, his candidature will lapse. He may subsequently apply for readmission, and may be so admitted by action of the committee administering education courses. Additional requirements, however, may be demanded of him at that time.

Degrees of Master of Arts and Doctor of Philosophy

The Ontario College of Education as the Department of Educational Theory of the School of Graduate Studies offers courses leading to the degrees of M.A. and Ph.D. Courses for these degrees are taken in regular academic sessions.

Complete information concerning these degrees is given in the calendar of the School of Graduate Studies, University of Toronto. The following statements are included here for convenience only.

Full qualifications for admission to these courses are: an honours degree in Arts from the University of Toronto, or its equivalent; and a year of professional training at an approved university followed by successful experience as a teacher. But graduates of a pass or general course and graduates who lack the above professional training or experience as teachers may be admitted as candidates for these degrees after they have completed prerequisite courses prescribed to meet their particular needs.

Fully qualified candidates for the degree of Master of Arts may complete their course work in one regular session. The course requirements are two courses[1] in the Department of Educational Theory and one course in another department of the University. In addition a candidate for the M.A. degree will submit a thesis. In exceptional cases, at the discretion of the Department, additional course work may be substituted for the thesis.

Fully qualified candidates for the degree of Doctor of Philosophy may complete attendance requirements in three regular sessions, or in two regular sessions if they hold an M.A. degree in Educational Theory from this university, or the equivalent. Requirements for the degree ordinarily include: two minor courses, of which at least one shall be in some other department of the University; a major (ordinarily a composite of at least two courses) representing intensive work in one of the fields indicated under Units of Instruction on the following pages; a reading knowledge of French and German; and a doctoral thesis on some approved topic related to the student's major field.

[1]One graduate course is ordinarily the equivalent of two education units.

UNITS OF INSTRUCTION

Units of instruction, each equivalent to one half-course as defined by the School of Graduate Studies, are offered as detailed below. Two units constitute a full-time programme in the summer session, six units a full-time course programme in the regular session.

A student's eligibility for enrolment in any unit is subject to approval by the committee administering education courses.

Key to Numbering of Units

(a) Units numbered in the 100's are required for the B.Ed. degree, although they may be taken for M.Ed. credit by students who are granted the equivalent of B.Ed. standing for graduate work done elsewhere. These courses are offered in regular sessions and in summer sessions every year.

(b) Units numbered in the 200's are offered in regular sessions and in summer sessions, and may carry credit toward a master's or a doctor's degree. Most of these courses are offered every year, although a few, as marked, are ordinarily offered only every second year.

(c) Units numbered in the 300's are advanced or specialized courses at the doctoral level and ordinarily are offered only in regular sessions and only when there is sufficient demand.

HISTORY AND PHILOSOPHY OF EDUCATION

101. Our European Heritage (Professor Skinner, regular session; Professors Lawson and Mowat, Summer Session 1962)

A review of the educational thought and practice of the educationists of the past considered to be most outstanding and most influential in the history of European education to the present day: including, where appropriate, references to sources which have influenced education in Canada and the United States. A closer study of more recent educational thought in Europe, and the more recent history of educational developments in Britain. Educational provision in Britain in the last two centuries, with particular reference to rapidly changing social conditions, to increasing State intervention, and to the growth, features and problems of the national system of education in England today.

102. Our North American Background (Professor Brehaut, regular session; Professors Tait and Brehaut, and Mr. Stewart, Summer Session 1962)

A survey of the history of education in Canada, covering: (i) education in different parts of Canada prior to the establish-

ment of school systems under public control; (ii) the growth of public education, the history of provincial systems, and topical study of various aspects of their administration; (iii) the development of educational thought in Canada and topical study of various aspects of curriculum and method. Concomitant references to the development of public education in the United States.

206. Comparative Education (Mr. Stewart)

A comparative study of the educational systems, their problems and practices, in such countries as Great Britain, U.S.A., France and the U.S.S.R., and in other countries as time may permit or as the interests of students may determine. Attention will be given not merely to the factual data of organization and administration but also to the educational thought supporting them, to contrasts and similarities in problems and solutions relative to education in Canada, and to the understanding in some degree of the social, economic, historical or other factors which have fashioned the development of these systems.

207. Sociology of Education (Professor Hall)

The school in its contemporary social setting, including such topics as the following: the work setting—school status and authority systems; the teacher in the school setting—models of the job, types and stages of careers; the community setting—social class, ethnic and religious groups in relation to the school; social change and the school—the impact of technology, patterns of community growth.

Not offered in 1962.

208. Modern Philosophies of Education
(Professor C. E. Phillips, regular session;
Professor Lawson, Summer Session 1962)

Traditional and environmental influences on social and educational thought; current philosophies of education; possible explanations of different points of view; ideas of various thinkers on educational issues; Canadian attitudes; constructing a philosophy of education.

210. History of Education in Canada (Professor Brehaut)

This unit will be conducted partly as a seminar in which students will present papers on selected aspects of education in different provinces based on historical theses and other library materials which have been collected for the purpose. There will also be lectures to direct topical study of the development in Canada of educational administration and finance, of the role in education of the church and the federal government, of curriculum and methods, of teacher education, and other aspects of education to be decided in class. *Unit 102 is a prerequisite for enrolment in this unit.*

301. History of Educational Thought to 1750 (Professor Skinner)

A study, in general, of the influence of educational thought to 1750 in shaping the developing conceptions of the aims and meaning of the educational process: its contribution towards a sound basis for the interpretation and appreciation of modern theories and practices. The writings and influence of prominent thinkers: in particular, of the great educational figures of the ancient Graeco-Roman period, of some of the outstanding figures of the pre-Renaissance and Renaissance centuries: of the immediate forerunners of modern education in the seventeenth century.

302. History of Education in Great Britain (Professor Skinner)

A study of the origins and development of contrasting educational traditions and educational provision in the constituent countries of Great Britain. Consideration of social and religious and other factors of influence as well as reference to outstanding people whose thought or practices influenced contemporary and subsequent developments. More detailed attention to the more recent history of developments in education, chiefly in England, with a view to an understanding of the purposes and problems of a highly influential system of modern education, whose main features are those of complexity, variety, and flexibility, and of the articulation of its various stages and parts.

303. History of Education in the U.S.A. (Professor C. E. Phillips)

A survey of social and political developments related to education and of educational developments in the United States, with emphasis on the north eastern states and intensive study of aspects which are of special interest to the student group.

304. History of Education in Ontario (Professor C. E. Phillips)

Intensive study of major educational developments in this province.

305. Seminar in History and Philosophy of Education (Staff members as above)

A seminar for detailed study of selected topics, offered in regular session only and when there is sufficient demand. Ordinarily limited to advanced graduate students specializing in the field of history and philosophy of education.

ADMINISTRATION AND SUPERVISION

211. School Law and Administration of Education in Ontario (Professor Dadson)

A course illustrating the major problems in the administration of education through a detailed study of school law and practice in Ontario; designed in particular for those who hold or are preparing for positions as principals, inspectors, or administrators in Ontario.

212. SUPERVISION (Professor Flower, regular session; Dr. Prueter and associates, Summer Session 1962)

Principles, problems and procedures of educational supervision, with emphasis on a co-operative approach to the improvement of instruction. Functions of supervisors at various levels, including those of the school principal. (Associated with Dr. Prueter in this course during the Summer Session will be a number of visitors recognized as outstanding practitioners in various aspects of supervision.)

214. ADMINISTRATION OF PUBLIC EDUCATION IN CANADA (Professor Flower)

Principles, problems and procedures of educational administration, including consideration of such topics as the governmental structure of education, centralization and decentralization, internal organization of school systems, personnel and business administration. Comparisons between various provinces will be stressed throughout the course, with reference to patterns in other countries as well.

217. EDUCATIONAL FINANCE (Professor Rideout)

The financial support of education at the various levels of government. Principles and practices of grant structure and distribution; problems of assessment, tax collection, budgeting; the relationship of the financial support of education to that of other governmental functions.

311. SEMINAR IN SUPERVISION (Staff members as above and Professor Tait)

A seminar for advanced students, on selected current problems and issues in the supervision of education.

312. SEMINAR IN ADMINISTRATION (Staff members as above)

A seminar for advanced students, on selected problems and developments in educational administration.

PSYCHOLOGY AND GUIDANCE

221. PSYCHOLOGY APPLIED TO ELEMENTARY EDUCATION (Professor Pitt, regular session; Professor Blatz, Summer Session 1962)

The psychology of children of elementary school age: their physical, motor, social, emotional, moral, and mental development. The psychology of learning: systematic theories, motivation, transfer, etc. The psychology of certain elementary school subjects.

222. PSYCHOLOGY APPLIED TO SECONDARY EDUCATION (Dr. Barrett, regular session; Professor Anderson, Summer Session 1962)

The psychology of children of pre-adolescent and adolescent age: their physical, motor, social, emotional, moral and mental develop-

ment. The adolescent and society. The psychology of learning: systematic theories, motivation, transfer, etc. The psychology of certain secondary school subjects.

225. Introduction to Personality Theory in Relation to Education (Professor D. C. Williams)

The relationship between personality theory and research and research and theory in other areas of psychology; an examination of the structure and dynamics of personality as seen in three or four of the major contemporary theories—perhaps Freud, Sullivan, Lewin, Allport; particular consideration of the relevance of these to the teacher-pupil and administrator-teacher relationships.

Not offered in Summer Session 1962.

226. Mental Health in Education (Professor Line)

The factors involved in child development (pre-school period, early school years, intermediate years, adolescence) and the difficulties and problems of each period. The preventive and remedial phases of mental health.

227. Introduction to Guidance (Professor Parmenter)

Basic principles and current practices in educational and vocational guidance, with a discussion of diagnosis, counselling, and the place of group work, in a student personnel programme.

229. Psychology Applied to Atypical Children (Professor Pitt and associates)

The emphasis will be on the psychology of the exceptional, not on programs for them, though some reference to the latter will be included. Several of the following groups will be considered: the blind and partially sighted, the hard of hearing and deaf, the speech defective, the brain-damaged, the mental defective and the intellectually gifted.

Not offered in 1962.

321. Advanced Educational Psychology (Professor Pitt)

A seminar approach will be employed for studying selected topics in child psychology, the psychology of adolescence, and the psychology of learning.

322. Individual Psychological Testing (Professor Pitt)

The administration and interpretation of the Revised Stanford-Binet, the Wechsler-Bellevue, and the Grace-Arthur Performance Tests. An acquaintance with selected projective techniques. Only students with an adequate knowledge of psychological theory will be accepted.

Offered in Summer Session 1962.

323. Advanced Work in Guidance (Professor Parmenter)

Intensive study, for students specializing in guidance, of selected problems and practices in this field.

CURRICULUM AND METHODS

235. Current Practices in Elementary Education (.....)

A study of general methods, specific methods, procedures and techniques as applied in modern elementary schools. An examination of experiments in methodology including laboratory systems, unit plans and enrichment programmes.

Not offered in Summer Session 1962.

236. Curriculum Development (Mr. Watson)

Principles, problems, experiments, trends in curriculum development in elementary and secondary schools. Factors involved in leadership in curriculum development and the improvement of instruction. Analysis of curriculum programme in relation to modern concepts of curriculum.

238. Diagnosis and Remedial Instruction (Miss Gerrard)

Study of pupil difficulties and techniques of preventive and remedial teaching, with special emphasis on practices suitable for typical classrooms; use of diagnostic tests, observations and examinations and interpretation of the results.

239. Adult Education (Mr. Thomas)

History and organization of adult education in Canada; a survey of current philosophies of education in the adult field; psychology of learning for adults; problems of administration and presentation of adult education, and allied topics.

Not offered in Summer Session 1962.

240. Current Practices in Secondary Education (Dr. Wormsbecker)

Study of general methods, specific methods, procedures and techniques as applied in modern secondary schools. Examination of some experiments in methodology and organization.

261. Historical Development of Mathematical Thought (Miss Ellis)

A course for teachers of mathematics, with particular reference to the concept of number and its applications in the teaching of mathematics in the schools. Historical development of number systems, and some current implications.

MEASUREMENT AND STATISTICS

241. Educational Measurement and Evaluation I (Professor Fowler)

A beginning course in educational measurement and evaluation, designed to introduce students to theoretical concepts of measure-

ment and evaluation such as reliability and validity of tests. More technical aspects are given only general treatment. The course deals almost entirely with measuring devices required by classroom teachers. Topics included are: the role of evaluation in the schools; general principles of evaluation; types of devices for measurement and evaluation; teacher-constructed tests, essay-type and objective-type; survey of available standardized tests of achievement; the school testing programme; interpretation of test results; using marks and test scores to improve school work.

242. Elementary Statistics (Professor Savage)

An introductory course dealing largely with descriptive statistics. Some of the general implications of statistical inference are also presented. A mathematical background is not required.

243. Intermediate Statistics (Professor Jackson; Professor Flowers, Summer Session, 1962)

A first course in statistical inference. Emphasis will be placed on tests of statistical hypotheses expressed in terms of means, frequencies, and proportions. A mathematical background is not essential.

246. Educational Measurement and Evaluation II (Professor Fleming)

A second course in educational measurement and evaluation. Theoretical concepts of measurement, such as test reliability and test validity, are treated comprehensively. Attention is centred upon evaluating such functions as aptitude, attitude, interests, and various aspects of personality. Devices such as questionnaires, rating scales, autobiographies, and sociometric scales, will be considered theoretically and practically. General principles of constructing tests and other evaluating devices will be introduced. Attention will be paid to statistics required in processing test scores. Other topics to be considered are the following: general principles of evaluation (as applied to tests other than achievement tests); classifications of tests; survey of personality and aptitude tests; more technical aspects of test score interpretation.

341. Theory and Practice of Test Construction (Professor Flowers)

A course dealing with the technical and other problems involved in the construction of standardized tests. Students are given an opportunity to design and try out tests and to analyze the results. The emphasis is on practical work.

Not offered in 1962.

342. Advanced Statistics (Professor Jackson)

A course in design of experiments and multivariate analysis of data. Major topics include linear and multiple regression, with associated tests of hypotheses, analysis of variance for simple and complex experimental designs, and the use of analysis of covariance. A knowledge of calculus is not essential.

RESEARCH AND SPECIAL STUDIES
(In All Fields)

Offerings in this section are grouped here for convenience, since they are not limited to any one of the special fields detailed above.

251. Research in Education (Professor Fleming)

Nature of scientific thinking. Finding and defining the research problem. Advantages, disadvantages, limitations and theoretical aspects of various methods of doing research in education. Location, evaluation, analysis and presentation of data. The research report.

252. Individual Study and Problems

In order to provide flexibility in rounding out an individual student's background, and in keeping with his particular scholarly and professional interests, provision is made under this heading for qualified students, individually or in small groups, to obtain course credit for directed specialized study. Such studies may be in any of the special fields in which instruction is offered. Arrangements should be made by the individual advanced graduate student and the appropriate staff member, subject to approval of the study plan by the Director of Graduate Studies. Course credit can NOT be obtained under this heading for a thesis investigation proper, although the specialized study may be closely related to the topic of a thesis.

351 Specialized Research Methods (Appropriate staff members)

An advanced course in research design, with special attention to various types of research methodology appropriate to the investigation of specific problems in education.

Seminar in Education

This seminar, attended by advanced graduate students and by members of the faculty, provides candidates for the doctorate with an opportunity to present an outline of the problem they propose to investigate for their dissertation, and to discuss and defend the procedures they intend to use. This seminar carries no course credit, but all candidates for the doctorate are required to attend it for at least one academic session. Candidates proceeding to a master's degree by thesis may also attend at the discretion of the committee administering education courses.

GENERAL INFORMATION

Application and Registration

Copies of application forms are available from the Director of Graduate Studies. Students should complete these forms and submit them by mail or in person to arrive as follows:

March 1–March 31 for the 1962 Summer Session
September 15 for the 1962–63 Session.

Final registration will take place at the Ontario College of Education at 1.30 p.m., Tuesday, July 3 for the 1962 Summer Session and at 10 a.m., Monday, September 24 for resident students in the 1962–63 Regular Session.

Study in Summer Session

March 1–31 has been established as a period of advance enrolment for the summer session in order to allow time for preparatory reading. Soon after acceptance of application forms from a student, he will be notified of such readings as may be recommended for the unit he has selected. He is strongly advised to complete such preparatory reading in advance of the necessarily concentrated summer session.

Although examinations will be held at the end of the six-week summer session, in most units students will be required to complete and submit additional term work before the end of November. If required term work is not submitted by that date, the student will be regarded as having failed. Final grades will be mailed by the end of December.

Students may enrol for not more than two units in a summer session.

Examinations

All examinations will be held at the Ontario College of Education. Final examinations in each unit will be scheduled at the end of the regular session or summer session in which the unit is offered. Students must sit for the final examination at that time. In case of inability to write an examination because of serious illness, a student should immediately inform the Director of Graduate Studies. Permission may then be granted to write the examination, without further fee, on a subsequent occasion when the unit is offered. No student will be permitted to rewrite the examination in any unit without reattending the classes in that unit and paying fees as if it were an additional unit. Pass standing above the B.Ed. level is 66%. Any student whose work is judged to be unsatisfactory by the committee administering graduate courses in education may be required to withdraw.

After-Hours Classes in Regular Session

During the Regular Session 1962–3 certain units, including 214, 222, 238 and 239 will be offered weekdays at 4.30 p.m. Unit 102 will be offered Saturdays at 10 a.m. Qualified, fully employed teachers may enrol for one such course. Details will be available at the College by August 1.

Elementary-School Inspector's Certificate

The Ontario Department of Education issues an Elementary-School Inspector's Certificate to those who meet requirements as laid down by the Ontario Department of Education. One of those requirements is successful completion of Education 221 *or* 241, Education 211 *or* 214,

Education 212 *or* 235, and one other unit. Certain units formerly offered by the College are also acceptable under the Regulations. Details are available from the Director of Graduate Studies, or from the Ontario Department of Education.

In this connection an Internship Plan is operated jointly by the Ontario College of Education and the Ontario Department of Education. The purpose of the plan is to provide practical field experience in supervision and administration for graduate students who are, or may be, candidates for the Ontario Elementary-School Inspector's Certificate. Under this plan selected students may spend two weeks with a provincial school inspector in the field. Credit will be given for this experience in Education 211 and/or 212. Details are available from the Director of Graduate Studies.

Living Accommodation

Rooms for a limited number of students are available in university residences at a cost of approximately $3 per day. Men should address inquiries to the Secretary's Office, Devonshire House, University of Toronto; women should write to Mrs. H. A. Innis, 79 St. George St., Toronto. Meals can be obtained in Hart House.

A list of rooms and apartments in private homes near the College is available from the Director of Graduate Studies. Rents vary considerably depending upon the quality of accommodation and location, but students should expect to pay about $10 a week for suitable quarters.

FEES

Fees are payable at the Chief Accountant's Office of the University of Toronto when the student's application forms have been approved and returned to him for payment.

SCHEDULE OF FEES

Courses leading to professional degrees—B.Ed., M.Ed., Ed.D.:

regular session	$260
summer session	$110
supervision of thesis	$110

Courses leading to the M.A. and Ph.D. degrees, including supervision of thesis:

regular session, full time	
men	$411
women	$393

Graduate courses for students not proceeding, or not immediately proceeding, to a degree:

regular session:	one graduate course	$90
	each additional course	$80
	half course, or unit	$50
summer session:	one unit	$60
	two units	$110

Included in the above are registration, examination, incidental and degree fees, except that candidates submitting a thesis during a session for which they are not otherwise registered shall pay a re-registration fee of $52.

FELLOWSHIPS AND OTHER FINANCIAL ASSISTANCE FOR STUDENTS

1. *The William Pakenham Fellowship in Education*

The late William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct in behalf of the activities of the Ontario College of Education.

Accordingly a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Senate. The Fellowship shall be awarded at such intervals and have such value (usually $2,000) as the Senate, on the recommendation of the Council of the Ontario College of Education, may from time to time determine. Applicants must be residents of Ontario, holding a Bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

Application forms are available from the Director of Graduate Studies, and should be submitted by March 1st.

2. *Graduate and Research Assistantships*

Two graduate assistantships are available for students proceeding to advanced degrees in the Ontario College of Education. Interested persons should consult the Director of Graduate Studies.

A limited number of research assistantships in the Department of Educational Research and the Guidance Centre are also available each year. Interested students should consult the Director of the Department of Educational Research and the Director of the Guidance Centre.

These part-time assistantships carry stipends of up to $2,000.

3. *The F.W.T.A.O. Fellowship*

This annual fellowship has a value of $3,000. Ordinarily applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications may be considered. For further information write to the Director of Graduate Studies, Ontario College of Education.

4. *Ontario Secondary School Teachers' Federation Awards*

(a) O.S.S.T.F. Scholarship for Educational Research.

This annual scholarship, ordinarily of $2,500, is open to practising teachers in Canada undertaking full-time study at a university of their choice toward a doctorate degree in a field related to the work of the schools. Details are available from the General Secretary, O.S.S.T.F., 1260 Bay Street, Toronto 5.

(b) Ansley Memorial Awards

An award or awards of up to $1,000 is offered annually by the O.S.S.T.F. as a memorial to the late J. W. Ansley. Open to any Ontario secondary school teacher (ordinarily with five or more years of teaching experience), the award is intended to assist with the costs of a significant educational study. Details are available from the General Secretary, O.S.S.T.F., 1260 Bay Street, Toronto 5.

5. *Fellowships Tenable for Graduate Study in Any Department of the University of Toronto*

The following awards are open to qualified graduate students proceeding to degrees offered in any department of the University. Application forms can be secured from the Secretary of the School of Graduate Studies, and completed applications, together with official transcripts of undergraduate and any graduate work, must be submitted to her before March 1st.

(a) Sidney Smith Fellowship of $2500 plus academic fees.

(b) Special Fellowships, $2500 plus academic fees.

(c) University of Toronto Open Fellowships: $1500, $1250, $1000, plus academic fees.

(d) Sir Joseph Flavelle Fellowships: two of approximately $1000 each.

(e) The George Sidney Brett Memorial Fellowship of approximately $725.

(f) The R. V. LeSueur Fellowship of $500 and $320 tuition fees.

(g) The Margaret and Nicholas Fodor Fellowship of approximately $800.

6. *Canada Council Awards*

The Canada Council has announced a series of awards, tenable in the graduate faculty of any university, which include the following of interest to students in Education: (i) Pre-Master's Degree Scholarships of an average value of $1,500, (ii) Pre-Doctor's Degree Fellowships of an average value of $2,000 plus travel allowance; and (iii) awards of an average value of $2,000 plus travel allowance, for teachers in secondary schools to improve their qualifications in the arts, humanities, and social sciences, including mathematics. Application forms are available from the Secretary, The Canada Council, 140 Wellington Street, Ottawa, Canada.

CALENDAR 1962

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CALENDAR 1963

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Ontario College of Education
Library
MAR 1 1963
University of Toronto

UNIVERSITY OF TORONTO

Courses Leading To Graduate Degrees In Education 1963 - 1964

Ontario College of Education
371 Bloor Street West
Toronto 5, Ontario

For information regarding courses leading to professional certificates and the work of the College generally, see the *Calendar of the Ontario College of Education*. For information regarding courses in library science, see the *Calendar of the Library School*, Ontario College of Education.

UNIVERSITY OF TORONTO

Courses Leading To Graduate Degrees In Education 1963 - 1964

Ontario College of Education
371 Bloor Street West
Toronto 5, Ontario

UNIVERSITY OF TORONTO PRESS
1963

CONTENTS

	Page
Administrative Officers	5
After-Hours Classes in Regular Session	23
Application and Registration	23
Calendar, 1963–64	4
Elementary-School Inspector's Certificate	24
Examinations	23
Fees	24
Fellowships and Other Financial Assistance	26
Graduate Degree Programmes in Education	
Bachelor of Education	9
Master of Education	10
Doctor of Education	11
Master of Arts	12
Doctor of Philosophy	12
Living Accommodation	24
Non-Credit Seminars and Open Lectures	26
Summer Session	23
Teaching Faculty	6
Units of Instruction	14

Please address all enquiries concerning graduate work in education to

DIRECTOR OF GRADUATE STUDIES,
ONTARIO COLLEGE OF EDUCATION,
371 BLOOR ST. W.,
TORONTO 5, ONTARIO.

CALENDAR 1963–64

1963	March 1–31	Advance enrolment for the 1963 Summer Session. Preparatory reading assignments available.
	April 22–26	Examinations, 1962–63 Regular Session.
	May 27–30	Spring Convocation.
	July 2	Summer Session registration—1.30 p.m.
	July 3	First lectures of the Summer Session.
	July 20	Last day for receiving applications for 1963–64 after-hours classes.
	August 8, 9, 10	Examinations, Summer Session.
	September 23	Regular Session registration—10 a.m.
	October 14	Thanksgiving Day.
	November 11	Remembrance Day Service.
	November 22	Autumn Convocation.
	December 20	Last lectures, Autumn Term.
1964	January 6	First lectures of the Winter Term.
	March 1–31	Advance enrolment for the 1964 Summer Session. Preparatory reading lists available.
	March 27	Good Friday.
	April 17	Last lectures, Regular Session.
	April 20–24	Examinations, 1963–64 Regular Session.
	June 1–5	Spring Convocation.

Administrative Officers

THE UNIVERSITY

President	C. T. Bissell, M.A., PH.D., D.LITT., LL.D., F.R.S.C.
Vice-President (Academic)	M. St. A. Woodside, M.A., LL.D.
Registrar	R. Ross, M.B.E., M.A.
Chief Librarian	R. H. Blackburn, M.A., B.L.S., M.S.

ONTARIO COLLEGE OF EDUCATION

Dean	B. C. Diltz, M.A., LL.D.
Registrar of the College	Miss A. A. L. Elliott, B.A.
Librarian	Miss D. A. Thompson, B.A.
Director of Graduate Studies	G. E. Flower, M.A., ED.D.
Associate Director of Graduate Studies	C. C. Pitt, M.A., B.PAED., PH.D.

SCHOOL OF GRADUATE STUDIES

Dean	A. R. Gordon, O.B.E., M.A., PH.D., F.R.S.C.
Associate Dean, Division I (including Educational Theory)	E. Sirluck, M.B.E., M.A., PH.D.
Associate Dean, Division II	K. C. Fisher, M.A., PH.D., F.R.S.C.
Secretary	Miss J. E. Gordon, B.A.

TEACHING FACULTY FOR DEGREE PROGRAMMES IN EDUCATION, 1963–64

ONTARIO COLLEGE OF EDUCATION

B. C. Diltz, M.A., LL.D.
Dean of the Ontario College of Education

H. O. Barrett, B.A., D.PAED.
Associate Professor of Educational Psychology

W. Brehaut, M.A., ED.D.
Assistant Professor of Educational Research

D. F. Dadson, B.A., B.ED.
Professor of Education and Supervisor of Practice Teaching

Miss M. E. D. Ellis, B.A., B.A.SC., M.ED.
Department of Educational Research

W. G. Fleming, B.A., ED.D.
Associate Professor of Educational Research

G. E. Flower, M.A., ED.D.
Professor of Education and Director of Graduate Studies

J. F. Flowers, B.P.H.E., ED.D.
Assistant Professor of Educational Research

H. M. Fowler, B.A., ED.D.
Professor of Education and Director, Advanced Academic Recommendations

R. W. B. Jackson, B.A., PH.D., F.R.S.S.
Professor of Educational Research and Director of the Department of Educational Research

M. D. Parmenter, M.A.
Professor of Guidance and Director of the Guidance Centre

C. C. Pitt, M.A., B.PAED., PH.D.
Professor of Education and Associate Director of Graduate Studies

E. Brock Rideout, B.A., M.ED.
Associate Professor of Educational Research

A. F. Skinner, M.A., B.SC., PH.D., F.E.I.S.
Professor of Education

G. E. Tait, B.A., B.PAED., ED.D.
Professor of Elementary Education

VISITING INSTRUCTORS

In addition to regular members of the faculty of the Ontario College of Education, the following will offer courses in 1963–64.

C. C. ANDERSON, M.A., ED.B., PH.D.
Professor of Educational Psychology, University of Alberta

NORTON L. BEACH, B.B.A., ED.D.
Professor of Education, Teachers College, Columbia University

MRS. CATHERINE CAMPBELL, M.S.W.
Chief Social Worker, Child and Adolescent Unit,
Toronto Psychiatric Hospital

J. M. DAVIS, M.A., PH.D.
Associate Professor of Higher Education and Director,
International Center, University of Michigan

MISS MARGARET GERRARD, B.A., M.ED.
Reading Consultant, East York Board of Education

DANIEL E. GRIFFITHS, M.ED., PH.D.
Associate Dean of Education, New York University

O. HALL, M.A., PH.D.
Professor of Sociology, University of Toronto

R. E. JONES, B.A., B.PAED.
Inspector of Special Education, Toronto Board of Education

DAVID LAWSON, B.S.S., M.A., ED.D.
Assistant Professor of Education, University of British Columbia

WILLIAM LINE, O.B.E., B.SC., M.A., M.ED., PH.D.
Professor of Psychology, University of Toronto, and
Special Lecturer in the Institute of Business Administration

J. R. MCCARTHY, M.A., B.PAED.
Superintendent of Curriculum and Text Books,
Ontario Department of Education

A. S. MOWAT, M.A., B.ED.
Professor of Education, Dalhousie University

C. E. PHILLIPS, B.A., D.PAED.
Formerly Professor of Education and Director of Graduate
Studies, Ontario College of Education

H. PULLEN, B.A., B.PAED., ED.D., F.C.I.S.
Assistant Superintendent and Deputy Business Administrator,
Ottawa Collegiate Institute Board

K. F. PRUETER, B.A., B.PAED., ED.D.
Superintendent of Public Schools, Etobicoke, Ontario

F. G. ROBINSON, M.A., B.ED., PH.D.
Director of Research, Canadian Teachers' Federation

E. J. Rosen, B.SC., M.D., C.M.
Director, Child and Adolescent Unit, Toronto Psychiatric Hospital, and Assistant Professor of Psychiatry, Faculty of Medicine, University of Toronto

H. H. Russell, B.A., ED.D.
Midland Collegiate Institute, Scarborough

A. M. Thomas, B.A., M.A.
Director, Canadian Association for Adult Education

D. C. Williams, M.A., PH.D.
Director of University Extension and Professor of Psychology, University of Toronto.

GRADUATE DEGREE PROGRAMMES IN EDUCATION

The Ontario College of Education offers programmes of study leading to the graduate degrees of Bachelor of Education, Master of Education, Master of Arts, Doctor of Education and Doctor of Philosophy. Programmes for all but the B.Ed. are under the School of Graduate Studies.

The B.Ed., M.Ed. and Ed.D. are designed chiefly for the professional improvement of qualified and experienced teachers pursuing a career in the work of the schools. The M.A. and Ph.D. programmes tend to place less emphasis on education in the professional sense. A student may be admitted as a candidate for one of the several degrees. Alternatively he may enrol simply as a graduate student if he does not meet all requirements for admission as a degree candidate, or if he does not wish to proceed immediately to a degree.

Graduate courses in education are offered both in regular sessions and summer sessions. While it is possible to complete residence requirements for the B.Ed. and M.Ed. through attendance at summer sessions only, varying periods of full-time attendance in regular sessions are required for other degrees as outlined below.

Degree of Bachelor of Education

(1) For admission as a candidate for the degree of Bachelor of Education an applicant shall (a) hold a university degree acceptable to the Ontario College of Education, (b) hold a certificate as a teacher valid in Ontario issued after an approved course in a recognized training school, or a certificate valid elsewhere and acceptable to the College, and (c) have completed at least one year's successful teaching experience subsequent to having obtained a teaching certificate.

(2) To gain admission students should write to the Director of Graduate Studies for an application form. All applicants must return this form with transcripts *in duplicate* of their record in undergraduate work. Ontario teachers must give the name and number of their professional certificates, the date of their attendance at the Ontario College of Education or at a Teachers' College, and facts about their professional experience in Ontario. Other teachers must submit two photostatic copies of a professional certificate, transcripts *in duplicate* of their professional training, and facts supported by a letter or other official evidence of successful experience as a teacher.

(3) To complete requirements for the degree the candidate shall attend and obtain standing on Education 101 and 102 as listed under Units of Instruction (page 14). Standing in a course is defined as a minimum of 60 per cent. B.Ed. candidates are also required to attend additional lectures on sources of information about education and on reading educational materials of a technical nature. Students who begin graduate study with units other than 101 and 102 are NOT eligible for the degree of Bachelor of Education, although they may proceed to the M.Ed. on successful completion of Education 101 and 102.

Degree of Master of Education

(1) For admission as a candidate for the degree of Master of Education an applicant shall hold the degree of Bachelor of Education from the University of Toronto with standing of at least 66 per cent in each of Education 101 and 102, or the applicant shall have qualifications and graduate standing deemed equivalent by the committee administering education courses.

(2) To gain admission students should write to the Director of Graduate Studies for an application form. Those who do not hold a Bachelor of Education degree from the University of Toronto must return the completed form along with: (a) transcripts *in duplicate* of their record in undergraduate work, in professional training, and in subsequent graduate work; (b) two photostatic copies of a professional certificate; (c) facts supported by a letter or other official evidence regarding their successful experience as a teacher.

(3) Candidates who have credit for graduate work in education at other universities beyond requirements for admission as an M.Ed. candidate may be granted credit for not more than two units in the M.Ed. programme.

(4) A candidate seeking to complete the M.Ed. without thesis shall obtain standing on six of the units of instruction. Such standing can be obtained only through attendance. The M.Ed. program is intended to give a comprehensive knowledge of education, and to provide at the same time for specialization in one field. Units are grouped in five broad fields: History and Philosophy of Education, Administration and Supervision, Psychology and Guidance, Curriculum and Methods, and Measurement and Statistics. Ordinarily a candidate shall so select units that he will complete at least one in each of three of these fields (including units completed at the B.Ed. level). Final choice of units, however, is subject to the approval of the Director of Graduate Studies.

To meet the needs of the individual student arrangements can also be made, through the Director of Graduate Studies, to substitute approved graduate courses in other departments of the University for one or two of the required six units. It may also be possible, in the individual case, to plan a master's programme in advance in such a way that a portion of the required work will be done at another university, with prior approval of the committee administering education courses.

(5) Candidates may seek permission to proceed to the M.Ed. by thesis. Ordinarily such permission will be granted to students who have obtained A standing (75 per cent or more) on two of the units of instruction. Candidates planning to proceed later to the degree of Doctor of Education are particularly advised to attempt the thesis option.

A candidate proceeding to the M.Ed. by thesis shall obtain standing on four units of instruction. He is advised to select Education 251, Research in Education, as one of his units. The thesis shall be on some approved topic, embodying the results of an original study conducted by the student. A statement on "Requirements Applicable to Masters' Theses" is available on request from the Director of Graduate Studies.

(6) If a candidate for the degree of Master of Education does not complete requirements for the degree within six calendar years from the date of his acceptance as an M.Ed. candidate, his candidature will lapse. He may subsequently apply for readmission, and may be so admitted by action of the committee administering education courses. Additional requirements, however, may be demanded of him at that time.

Degree of Doctor of Education

(1) An applicant for admission to the Ed.D. programme shall ordinarily hold the degree of Master of Education with high standing from the University of Toronto. Applicants holding a master's degree from another institution must submit the following to the Director of Graduate Studies for evaluation: (i) transcripts of all academic work; (ii) proof, if such is not included in the transcripts, of having received professional training as a teacher; (iii) proof of certification as a teacher, including full information about the certificate held; (iv) evidence of at least one year's successful experience as a teacher; (v) a copy of the master's thesis, if the applicant wrote such a thesis; (vi) the name of the applicant's faculty adviser at the university where the master's degree was obtained. With the exception of (v) and (vi), *all must be submitted in duplicate.*

(2) Acceptance as a candidate for the degree of Doctor of Education will also depend upon the applicant's score on a qualifying examination, and his successful completion of a Qualifying Research Project. For 1963–64 the qualifying examination will consist of the Aptitude Test and the Advanced Test in Education of the Graduate Record Examinations offered by the Educational Testing Service of Princeton, New Jersey. Applicants who have already taken these tests should submit details of time and place to the Director of Graduate Studies. A statement on "Requirements Applicable to the Qualifying Research Project" is available from the Director of Graduate Studies.

An applicant who completed the requirements for the Master of Education degree at the University of Toronto by thesis may, if the committee administering education courses judges the thesis to be of sufficiently high quality, be excused from the Qualifying Research Project. Similar consideration may be given by the committee at its discretion to a thesis submitted as part of the requirements for a graduate degree at another university.

(3) To complete residence requirements for the degree of Doctor of Education a candidate shall be in attendance at the Ontario College of Education beyond the M.Ed. for one regular session. It is of course preferable for a candidate to be formally accepted to doctoral candidacy before the beginning of that regular session; in any case he must be accepted to candidacy not later than January 31 if that regular session is to be counted as fulfilling the residence requirement. This in turn means that the Qualifying Research Project, if one is required, must be completed and submitted for examination not later than January 5.

(4) Course requirements will be standing on a minimum of four units of instruction, the choice of which will be determined by the candidate's professional interests and the nature of his proposed dissertation. Education 251, Research in Education, shall be one of the four units if the candidate has not already obtained credit for this unit. With the prior approval of the committee administering education courses, in individual cases appropriate graduate offerings of other departments of the University may be substituted for one or two of the required units; in any case a candidate's proposed plan of studies is subject to approval by the committee. A doctoral candidate may also wish to audit various University offerings aside from the required units as preparation for his dissertation. All candidates for the doctorate are required to attend the Seminar in Education (see page 22).

(5) The further and major requirement for the degree is the completion of a doctoral dissertation. A statement on "Requirements Applicable to Doctoral Dissertations" is available from the Director of Graduate Studies.

As early as possible during his period in residence a candidate should select a tentative topic and seek opinions in the seminar and by consultation with the staff regarding its suitability. When he has completed his plan the candidate will be required to present an outline of his proposed study for discussion in the seminar. He must at that time or subsequently obtain formal approval of his proposal from the committee administering education courses. Under no circumstances will a dissertation be examined for credit unless the topic and outline have received this initial approval.

After a completed dissertation has been approved by the examiners, the candidate shall furnish the Secretary of the School of Graduate Studies with four bound copies and shall make arrangements to publish the dissertation or an approved abstract thereof. If the candidate publishes only an abstract of his dissertation, he shall furnish the Secretary of the School of Graduate Studies with 25 copies of the abstract.

(6) If a candidate's thesis has not been submitted and accepted within five calendar years from the date of his acceptance as an Ed.D. candidate, his candidature will lapse. He may subsequently apply for readmission, and may be so admitted by action of the committee administering education courses. Additional requirements, however, may be demanded of him at that time.

Degrees of Master of Arts and Doctor of Philosophy

The Ontario College of Education as the Department of Educational Theory of the School of Graduate Studies offers courses leading to the degrees of M.A. and Ph.D. Courses for these degrees are taken in regular academic sessions.

Complete information concerning these degrees is given in the calendar of the School of Graduate Studies, University of Toronto. The following statements are included here for convenience only.

Full qualifications for admission to these courses are: an honours degree in Arts from the University of Toronto, or its equivalent; and a year of professional training at an approved university followed by successful experience as a teacher. But graduates of a pass or general course and graduates who lack the above professional training or experience as teachers may be admitted as candidates for these degrees after they have completed prerequisite courses prescribed to meet their particular needs.

Fully qualified candidates for the degree of Master of Arts may complete their course work in one regular session. The course requirements are two courses[1] in the Department of Educational Theory and one course in another department of the University. In addition a candidate for the M.A. degree will submit a thesis. In exceptional cases, at the discretion of the Department, additional course work may be substituted for the thesis.

Fully qualified candidates for the degree of Doctor of Philosophy may complete attendance requirements in three regular sessions, or in two regular sessions if they hold an M.A. degree in Educational Theory from this university, or the equivalent. Requirements for the degree ordinarily include: two minor courses, of which at least one shall be in some other department of the University; a major (ordinarily a composite of at least two courses) representing intensive work in one of the fields indicated under Units of Instruction on the following pages; an adequate knowledge ordinarily of one modern language (usually French) in addition to English; and a doctoral thesis on some approved topic related to the student's major field.

[1]One graduate course is ordinarily the equivalent of two education units.

UNITS OF INSTRUCTION

Units of instruction, each equivalent to one half-course as defined by the School of Graduate Studies, are offered as detailed below. Two units constitute a full-time programme in the summer session, six units a full-time course programme in the regular session.

A student's eligibility for enrolment in any unit is subject to approval by the committee administering education courses.

Key to Numbering of Units

(a) Units numbered in the 100's are required for the B.Ed. degree, although they may be taken for M.Ed. credit by students who are granted the equivalent of B.Ed. standing for graduate work done elsewhere. These courses are offered in regular sessions and in summer sessions every year.

(b) Units numbered in the 200's are offered in regular sessions and in summer sessions, except where marked, and may carry credit toward a master's or a doctor's degree.

(c) Units numbered in the 300's are advanced or specialized courses ordinarily at the doctoral level. They are offered only when there is sufficient demand, and not all of them will be offered in any given year.

HISTORY AND PHILOSOPHY OF EDUCATION

101. Our European Heritage (Professor Skinner, regular session; Professors Skinner, Davis, and Lawson, Summer Session 1963)

A review of the educational thought and practice of the educationists of the past considered to be most outstanding and most influential in the history of European education to the present day: including, where appropriate, references to sources which have influenced education in Canada and the United States. A closer study of more recent educational thought in Europe, and the more recent history of educational developments in Britain. Educational provision in Britain in the last two centuries, with particular reference to rapidly changing social conditions, to increasing State intervention, and to the growth, features and problems of the national system of education in England today.

102. Our North American Background (Professor Brehaut, regular session; Professors Brehaut and Mowat, Summer Session 1963)

A survey of the history of education in Canada, covering: (i) education in different parts of Canada prior to the establish-

ment of school systems under public control; (ii) the growth of public education, the history of provincial systems, and topical study of various aspects of their administration; (iii) the development of educational thought in Canada and topical study of various aspects of curriculum and method. Concomitant references to the development of public education in the United States.

206. Comparative Education

(Professor Davis, Summer Session 1963)

A comparative study of the educational systems, their problems and practices, in such countries as Great Britain, U.S.A., France and the U.S.S.R., and in other countries as time may permit or as the interests of students may determine. Attention will be given not merely to the factual data of organization and administration but also to the educational thought supporting them, to contrasts and similarities in problems and solutions relative to education in Canada, and to the understanding in some degree of the social, economic, historical or other factors which have fashioned the development of these systems.

207. Sociology of Education (Professor Hall)

The school in its contemporary social setting, including such topics as the following: the work setting—school status and authority systems; the teacher in the school setting—models of the job, types and stages of careers; the community setting—social class, ethnic and religious groups in relation to the school; social change and the school—the impact of technology, patterns of community growth.

208. Modern Philosophies of Education

(Professor C. E. Phillips, regular session; Professor Lawson, Summer Session 1963)

Traditional and environmental influences on social and educational thought; current philosophies of education; possible explanations of different points of view; ideas of various thinkers on educational issues; Canadian attitudes; constructing a philosophy of education.

210. History of Education in Canada (Professor Brehaut)

This unit will be conducted partly as a seminar in which students will present papers on selected aspects of education in different provinces based on historical theses and other library materials which have been collected for the purpose. There will also be lectures to direct topical study of the development in Canada of educational administration and finance, of the role in education of the church and the federal government, of curriculum and methods, of teacher education, and other aspects of education to be decided in class. *Unit 102 is a prerequisite for enrolment in this unit.*

301. History of Educational Thought to 1750 (Professor Skinner)

A study, in general, of the influence of educational thought to 1750 in shaping the developing conceptions of the aims and meaning of the educational process: its contribution towards a sound basis for the interpretation and appreciation of modern theories and practices. The writings and influence of prominent thinkers: in particular, of the great educational figures of the ancient Graeco-Roman period, of some of the outstanding figures of the pre-Renaissance and Renaissance centuries: of the immediate forerunners of modern education in the seventeenth century.

302. History of Education in Great Britain (Professor Skinner)

A study of the origins and development of contrasting educational traditions and educational provision in the constituent countries of Great Britain. Consideration of social and religious and other factors of influence as well as reference to outstanding people whose thought or practices influenced contemporary and subsequent developments. More detailed attention to the more recent history of developments in education, chiefly in England, with a view to an understanding of the purposes and problems of a highly influential system of modern education, whose main features are those of complexity, variety, and flexibility, and of the articulation of its various stages and parts.

303. History of Education in the U.S.A. (.....)

A survey of social and political developments related to education and of educational developments in the United States, with emphasis on the north eastern states and intensive study of aspects which are of special interest to the student group.

304. History of Education in Ontario (Professor Brehaut)

Intensive study of major educational developments in this province.

305. Seminar in History and Philosophy of Education (Staff members as above)

A seminar for detailed study of selected topics, offered in regular session only and when there is sufficient demand. Ordinarily limited to advanced graduate students specializing in the field of history and philosophy of education.

211. School Law and Administration of Education in Ontario (Professor Dadson)

A course illustrating the major problems in the administration of education through a detailed study of school law and practice in Ontario; designed in particular for those who hold or are preparing for positions as principals, inspectors, or administrators in Ontario.

212. Supervision (Professor Flower, regular session; Dr. Prueter and associates, Summer Session 1963)

Principles, problems and procedures of educational supervision, with emphasis on a co-operative approach to the improvement of instruction. Functions of supervisors at various levels, including those of the school principal. (Associated with Dr. Prueter in this course during the Summer Session will be a number of visitors recognized as outstanding practitioners in various aspects of supervision.)

214. Administration of Public Education in Canada (Professor Flower)

Principles, problems and procedures of educational administration, including consideration of such topics as the governmental structure of education, centralization and decentralization, internal organization of school systems, personnel and business administration. Comparisons between various provinces will be stressed throughout the course, with reference to patterns in other countries as well.

217. Educational Finance (Professor Rideout)

The financial support of education at the various levels of government. Principles and practices of grant structure and distribution; problems of assessment, tax collection, budgeting; the relationship of the financial support of education to that of other governmental functions.

311. Seminar in Supervision (Staff members as above and Professor Tait)

A seminar for advanced students, on selected current problems and issues in the supervision of education.

312. Seminar in Administration (Staff members as above)

A seminar for advanced students, on selected problems and developments in educational administration.

PSYCHOLOGY AND GUIDANCE

221. Psychology Applied to Elementary Education
(Professor Pitt, regular session;
Professor Anderson, Summer Session 1963)

The psychology of children of elementary school age: their physical, motor, social, emotional, moral, and mental development. The psychology of learning: systematic theories, motivation, transfer, etc. The psychology of certain elementary school subjects.

222. Psychology Applied to Secondary Education
(Professor Barrett)

The psychology of children of pre-adolescent and adolescent age: their physical, motor, social, emotional, moral and mental development. The adolescent and society. The psychology of learning: systematic theories, motivation, transfer, etc. The psychology of certain secondary school subjects.

225. Introduction to Personality Theory in Relation to Education (Professor D. C. Williams)

The relationship between personality theory and research and research and theory in other areas of psychology; an examination of the structure and dynamics of personality as seen in three or four of the major contemporary theories—perhaps Freud, Sullivan, Lewin, Allport; particular consideration of the relevance of these to the teacher-pupil and administrator-teacher relationships.

226. Mental Health in Education (Professor Line)

The factors involved in child development (pre-school period, early school years, intermediate years, adolescence) and the difficulties and problems of each period. The preventive and remedial phases of mental health.

227. Introduction to Guidance (Professor Parmenter)

Basic principles and current practices in educational and vocational guidance, with a discussion of diagnosis, counselling, and the place of group work, in a student personnel programme.

229. Psychology Applied to Atypical Children
(Professor Pitt and associates)

The emphasis will be on the psychology of the exceptional, not on programs for them, though some reference to the latter will be included. Several of the following groups will be considered: the blind and partially sighted, the hard of hearing and deaf, the speech defective, the brain-damaged, the mental defective and the intellectually gifted.

271. Theories of Counselling

(Professors Williams and Rosen; Mrs. Campbell)

The course will be concerned with current methods of counselling and their appraisal, together with various attempts at classification. The theoretical assumptions underlying different approaches will be examined and compared. The primary concern will be with counselling as part of the daily routine, with reference to clinical counselling as a means of illuminating principles. The student is referred to the works of Rogers, Snygg and Combs, Lecky and others.

Not offered in 1963.

272. Behaviour Disorders in Children

(Professor Rosen and Mrs. Campbell)

The range of behaviour disorders in children and youth: e.g. neurotic behaviour, organic conditions, psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations and readings.

Offered in Summer Session 1963.

321. Advanced Educational Psychology

(Professor Pitt, regular session;
Professor Anderson, Summer Session 1963)

A seminar approach will be employed for studying selected topics in child psychology, the psychology of adolescence, and the psychology of learning.

Offered in Summer Session 1963.

322. Individual Psychological Testing (Professor Pitt)

The administration and interpretation of the Revised Stanford-Binet, the Wechsler-Bellevue, and the Grace-Arthur Performance Tests. An acquaintance with selected projective techniques. Only students with an adequate knowledge of psychological theory will be accepted.

Not offered in Summer Session 1963.

323. Advanced Work in Guidance (Professor Parmenter)

Intensive study, for students specializing in guidance, of selected problems and practices in this field.

CURRICULUM AND METHODS

235. Current Practices in Elementary Education (Mr. Jones)

A study of general methods, specific methods, procedures and techniques as applied in modern elementary schools. An examination of experiments in methodology including laboratory systems, unit plans and enrichment programmes.

236. Curriculum Development

(Mr. McCarthy, regular session;
Dr. Pullen, Summer Session 1963)

Principles, problems, experiments, trends in curriculum development in elementary and secondary schools. Factors involved in leadership in curriculum development and the improvement of instruction. Analysis of curriculum programme in relation to modern concepts of curriculum.

238. Diagnosis and Remedial Instruction (Miss Gerrard)

Study of pupil difficulties and techniques of preventive and remedial teaching, with special emphasis on practices suitable for typical classrooms; use of diagnostic tests, observations and examinations and interpretation of the results.

239. Adult Education (Mr. Thomas)

History and organization of adult education in Canada; a survey of current philosophies of education in the adult field; psychology of learning for adults; problems of administration and presentation of adult education, and allied topics.

240. Current Practices in Secondary Education

(Professor Tait, regular session;
Dr. Pullen, Summer Session 1963)

Study of general methods, specific methods, procedures and techniques as applied in modern secondary schools. Examination of some experiments in methodology and organization.

261. Historical Development of Mathematical Thought

(Miss Ellis)

A course for teachers of mathematics, with particular reference to the concept of number and its applications in the teaching of mathematics in the schools. Historical development of number systems, and some current implications.

262. The Growth of the English Language (. . . . .)

A course primarily for teachers of English, with particular reference to the history of the language and its continuing growth; linguistics and structural analysis.

Not offered in 1963.

MEASUREMENT AND STATISTICS

241. Educational Measurement and Evaluation I
(Professor Fowler)

A beginning course in educational measurement and evaluation, designed to introduce students to theoretical concepts of measurement and evaluation such as reliability and validity of tests. More technical aspects are given only general treatment. The course deals almost entirely with measuring devices required by classroom teachers. Topics included are: the role of evaluation in the schools; general principles of evaluation; types of devices for measurement and evaluation; teacher-constructed tests, essay-type and objective-type; survey of available standardized tests of achievement; the school testing programme; interpretation of test results; using marks and test scores to improve school work.

242. Elementary Statistics (Dr. Russell)

An introductory course dealing largely with descriptive statistics. Some of the general implications of statistical inference are also presented. A mathematical background is not required.

243. Intermediate Statistics (Professor Jackson; Dr. Robinson, Summer Session 1963)

A first course in statistical inference. Emphasis will be placed on tests of statistical hypotheses expressed in terms of means, frequencies, and proportions. A mathematical background is not essential.

246. Educational Measurement and Evaluation II
(Professor Flowers)

A second course in educational measurement and evaluation. Theoretical concepts of measurement, such as test reliability and test validity, are treated comprehensively. Attention is centred upon evaluating such functions as aptitude, attitude, interests, and various aspects of personality. Devices such as questionnaires, rating scales, autobiographies, and sociometric scales, will be considered theoretically and practically. General principles of constructing tests and other evaluating devices will be introduced. Attention will be paid to statistics required in processing test scores. Other topics to be considered are the following: general principles of evaluation (as applied to tests other than achievement tests); classifications of tests; survey of personality and aptitude tests; more technical aspects of test score interpretation.

341. Theory and Practice of Test Construction
(Professor Flowers)

A course dealing with the technical and other problems involved in the construction of standardized tests. Students are given an opportunity to design and try out tests and to analyze the results. The emphasis is on practical work.

Offered in Summer Session 1963.

342. Advanced Statistics (Professor Fleming)

A course in design of experiments and multivariate analysis of data. Major topics include linear and multiple regression, with associated tests of hypotheses, analysis of variance for simple and complex experimental designs, and the use of analysis of covariance. A knowledge of calculus is not essential.

RESEARCH AND SPECIAL STUDIES

Offerings in this section are grouped here for convenience, since they are not limited to any one of the special fields detailed above.

251. Research in Education (Professor Fleming)

Nature of scientific thinking. Finding and defining the research problem. Advantages, disadvantages, limitations and theoretical aspects of various methods of doing research in education. Location, evaluation, analysis and presentation of data. The research report.

252. Individual Study and Problems

In order to provide flexibility in rounding out an individual student's background, and in keeping with his particular scholarly and professional interests, provision is made under this heading for qualified students, individually or in small groups, to obtain course credit for directed specialized study. Such studies may be in any of the special fields in which instruction is offered. Arrangements should be made by the individual advanced graduate student and the appropriate staff member, subject to approval of the study plan by the Director of Graduate Studies. Course credit can NOT be obtained under this heading for a thesis investigation proper, although the specialized study may be closely related to the topic of a thesis.

351 Specialized Research Methods (Appropriate staff members)

An advanced course in research design, with special attention to various types of research methodology appropriate to the investigation of specific problems in education.

Current emphasis (under Professor Flowers) is on automated processing of research data in Education, including consequent changes in research design and practices and their application.

Seminar in Education

This seminar, attended by advanced graduate students and by members of the faculty, provides doctorate candidates with an opportunity to present an outline of the problem they propose to investigate for their dissertation, and to discuss and defend the procedures they intend to use. This seminar carries no course credit, but all the candidates for the doctorate are required to attend it for at least one academic session. Candidates proceeding to a master's degree by thesis may attend at the discretion of the committee administering education courses.

GENERAL INFORMATION

Application and Registration

Copies of application forms are available from the Director of Graduate Studies. Students should complete these forms and submit them by mail or in person to arrive as follows:

March 1–March 31 for the 1963 Summer Session
July 20 for after-hours students in the 1963–64 Session
September 15 for resident students in the 1963–64 Session.

Final registration will take place at the Ontario College of Education at 1.30 p.m., Tuesday, July 2 for the 1963 Summer Session and at 10 a.m., Monday, September 23 for resident students in the 1963–64 Regular Session.

Study in Summer Session

March 1–31 has been established as a period of advance enrolment for the summer session in order to allow time for preparatory reading. Soon after acceptance of application forms from a student, he will be notified of such readings as may be recommended for the unit he has selected. He is strongly advised to complete such preparatory reading in advance of the necessarily concentrated summer session.

Although examinations will be held at the end of the six-week summer session, in most units students will be required to complete and submit additional term work by a date set by the instructor before the end of November. If required term work is not submitted by that date, the student will be regarded as having failed. Final grades will be mailed by the end of December.

Students may enrol for not more than two units in a summer session.

Examinations

All examinations will be held at the Ontario College of Education. Final examinations in each unit will be scheduled at the end of the regular session or summer session in which the unit is offered. Students must sit for the final examination at that time. In case of inability to write an examination because of serious illness, a student should immediately inform the Director of Graduate Studies. Permission may then be granted to write the examination, without further fee, on a subsequent occasion when the unit is offered. No student will be permitted to rewrite the examination in any unit without reattending the classes in that unit and paying fees as if it were an additional unit. Pass standing above the B.Ed. level is 66%. Any student whose work is judged to be unsatisfactory by the committee administering graduate courses in education may be required to withdraw.

After-Hours Classes in Regular Session

During the Regular Session 1963–64 certain units, including 211, 212, 221, 236 and 322 will be offered weekdays at 4.30 p.m. Unit 101 will be offered Saturdays at 10 a.m. Qualified, fully employed teachers may enrol for one such course. Details and application forms will be available at the College by May 1.

July 20 will be the last day for receiving applications for enrolment in these after-hours courses except in exceptional cases for unit 101.

Elementary-School Inspector's Certificate

The Ontario Department of Education issues an Elementary-School Inspector's Certificate to those who meet requirements as laid down by the Ontario Department of Education. One of those requirements is successful completion of Education 221 *or* 241, Education 211 *or* 214, Education 212 *or* 235, and one other unit. Certain units formerly offered by the College are also acceptable under the Regulations. Details are available from the Director of Graduate Studies, or from the Ontario Department of Education.

In this connection an Internship Plan is operated jointly by the Ontario College of Education and the Ontario Department of Education. The purpose of the plan is to provide practical field experience in supervision and administration for graduate students who are, or may be, candidates for the Ontario Elementary-School Inspector's Certificate. Under this plan selected students may spend two weeks with a provincial school inspector in the field. Credit will be given for this experience in Education 211 and/or 212. Details are available from the Director of Graduate Studies.

Living Accommodation

Rooms for a limited number of students are available in university residences at a cost of approximately $10 per week. Men should address inquiries to the Secretary's Office, Devonshire House, University of Toronto; women should write to Mrs. H. A. Innis, 79 St. George St., Toronto. Meals can be obtained in Hart House.

A list of rooms and apartments in private homes near the College is available from the Director of Graduate Studies. Rents vary considerably depending upon the quality of accommodation and location, but students should expect to pay about $10 a week for suitable quarters.

FEES

Fees are payable at the Chief Accountant's Office of the University of Toronto when the student's application forms have been approved and returned to him for payment. A late registration fee of $10.00 will be assessed against any student who registers after the last date for normal registration. A penalty of $3.00 per month, or portion thereof (not exceeding $10.00) will be assessed if fees are not paid by October 5th.

SCHEDULE OF FEES

Courses leading to professional degrees—B.Ed., M.Ed., Ed.D.:

regular session	$300
summer session	$125
supervision of thesis	$125

Courses leading to the M.A. and Ph.D. degrees, including supervision of thesis:

regular session, full time	
men	$411
women	$393

Graduate courses for students not proceeding, or not immediately proceeding, to a degree:

regular session:	one graduate course	$90
	each additional course	$80
	half course, or unit	$50
summer session:	one unit	$70
	two units	$125

Included in the above are registration, examination, incidental and degree fees, except that candidates submitting a thesis during a session for which they are not otherwise registered shall pay a re-registration fee of $52.

NON-CREDIT SEMINARS AND OPEN LECTURES

From time to time, as a supplement to regular offerings, Graduate Studies in Education sponsors various non-credit institutes, seminars, or open lectures. Three such events are contemplated for 1963–64.

During the 1963 Summer Session a series of three open *Monday Lectures* will be scheduled, each presenting a distinguished visitor on a subject of current general interest in Education. Details will be available in May.

Also during the 1963 Summer Session a ten-day invitational *Senior Seminar in Administration* will be offered, in conjunction with urban boards of education. This seminar will be conducted by Dean Daniel E. Griffiths of the School of Education, New York University, and Professor Norton L. Beach of Columbia University. It will be based on the "simulation" approach to the study of administration.

Another non-credit seminar on small group leadership is under consideration, probably to be held in January of 1964.

FELLOWSHIPS AND OTHER FINANCIAL ASSISTANCE FOR STUDENTS

1. *The William Pakenham Fellowship in Education*

The late William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct in behalf of the activities of the Ontario College of Education.

Accordingly a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Senate. The Fellowship shall be awarded at such intervals and have such value (usually $2,000) as the Senate, on the recommendation of the Council of the Ontario College of Education, may from time to time determine. Applicants must be residents of Ontario, holding a Bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

Application forms are available from the Director of Graduate Studies, and should be submitted by March 1st.

2. *Graduate and Research Assistantships*

Several graduate assistantships are available for students proceeding to advanced degrees in the Ontario College of Education. Interested persons should consult the Director of Graduate Studies.

A limited number of research assistantships in the Department of Educational Research and the Guidance Centre are also available each

year. Interested students should consult the Director of the Department of Educational Research and the Director of the Guidance Centre.

These part-time assistantships carry stipends of up to $2,000.

3. *The F.W.T.A.O. Fellowship*

This annual fellowship has a value of $3,000. Ordinarily applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications may be considered. For further information write to the Director of Graduate Studies, Ontario College of Education.

4. *Ontario Secondary School Teachers' Federation Awards*

(a) O.S.S.T.F. Scholarship for Educational Research.

This annual scholarship, ordinarily of $2,500, is open to practising teachers in Canada undertaking full-time study at a university of their choice toward a doctorate degree in a field related to the work of the schools. Details are available from the General Secretary, O.S.S.T.F., 1260 Bay Street, Toronto 5.

(b) Ansley Memorial Awards

An award or awards of up to $1,000 is offered annually by the O.S.S.T.F. as a memorial to the late J. W. Ansley. Open to any Ontario secondary school teacher (ordinarily with five or more years of teaching experience), the award is intended to assist with the costs of a significant educational study. Details are available from the General Secretary, O.S.S.T.F., 1260 Bay Street, Toronto 5.

5. *Fellowships Tenable for Graduate Study in Any Department of the University of Toronto*

The following awards are open to qualified graduate students proceeding to degrees offered in any department of the University. Application forms can be secured from the Secretary of the School of Graduate Studies, and completed applications, together with official transcripts of undergraduate and any graduate work, must be submitted to her before March 1st.

(a) Sidney Smith Fellowship of $2500 plus academic fees.

(b) Special Fellowships, $2500 plus academic fees.

(c) University of Toronto Open Fellowships: $1500, $1250, $1000, plus academic fees.

(d) Sir Joseph Flavelle Fellowships: approximately $1000 each.

(e) The George Sidney Brett Memorial Fellowship of approximately $950.

(f) The R. V. LeSueur Fellowship of $500 and $320 tuition fees.

(g) The Margaret and Nicholas Fodor Fellowship of approximately $925.

6. *Canada Council Awards*

The Canada Council offers a series of awards, tenable in the graduate faculty of any university, which include the following of interest to students in Education: (i) Pre-Master's Degree Scholarships of an average value of $1,500, (ii) Pre-Doctor's Degree Fellowships of an average value of $2,000 plus travel allowance; and (iii) awards of $2,000–$2,500 plus travel allowance for teachers in secondary schools to improve their qualifications in the arts, humanities, and social sciences, including mathematics. Application forms are available from the Scholarships Section, The Canada Council, 140 Wellington Street, Ottawa, Canada.

CALENDAR 1963

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CALENDAR 1964

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Courses Leading to

GRADUATE DEGREES IN EDUCATION 1964-1965

Ontario College of Education
371 Bloor St. W., Toronto, Ontario

For information regarding courses leading to professional certificates and the work of the College generally, see the *Calendar of the Ontario College of Education.*

UNIVERSITY OF TORONTO

Courses Leading to

GRADUATE DEGREES IN EDUCATION 1964-1965

Ontario College of Education
371 Bloor St. W., Toronto, Ontario

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1964

CONTENTS

	Page
Administrative Officers	5
After-Hours Classes in Regular Session	25
Application and Registration	24
Calendar, 1964–65	4
Elementary-School Inspector's Certificate	25
Examinations	24
Fees	26
Fellowships and Other Financial Assistance	27
Graduate Degree Programmes in Education	
Bachelor of Education	10
Master of Education	11
Doctor of Education	12
Master of Arts	13
Master of Philosophy	13
Doctor of Philosophy	13
Living Accommodation	25
Non-Credit Seminars and Open Lectures	27
Summer Session	24
Teaching Faculty	7
Units of Instruction	15

CALENDAR 1964–65

1964	March 1–31	Advance enrolment for the 1964 Summer Session. Preparatory reading assignments available.
	April 20–24	Examinations, 1963–64 Regular Session.
	June 1–5	Spring Convocation.
	June 29	Summer Session registration—1.30 p.m.
	June 30	First lectures of the Summer Session.
	July 20	Last day for receiving applications for 1964–65 after-hours classes.
	August 6, 7, 8	Examinations, Summer Session.
	September 22	Regular Session registration—10 a.m.
	October 12	Thanksgiving Day. No lectures.
	November 11	Remembrance Day Service.
	November 27	Autumn Convocation.
	December 18	Last lectures, Autumn Term.
1965	January 4	First lectures of the Winter Term.
	March 1–31	Advance enrolment for the 1965 Summer Session. Preparatory reading lists available.
	April 15	Last lectures, Regular Session.
	April 16	Good Friday.
	April 26–30	Examinations, 1964–65 Regular Session.
	May 28–June 4	Spring Convocation.

Administrative Officers

THE UNIVERSITY

President	C. T. Bissell, M.A., PH.D., D.LITT., LL.D., F.R.S.C.
Vice-President (Academic)	M. St. A. Woodside, M.A., LL.D.
Registrar	R. Ross, M.B.E., M.A.
Chief Librarian	R. H. Blackburn, M.A., B.L.S., M.S.

ONTARIO COLLEGE OF EDUCATION

Dean	D. F. Dadson, B.A., B.ED.
Registrar of the College	Miss A. A. L. Elliott, B.A.
Librarian	Miss D. A. Thompson, B.A.
Director of Graduate Studies	G. E. Flower, M.A., ED.D.
Associate Director of Graduate Studies	C. C. Pitt, M.A., B.PAED., PH.D.
Secretary, Director of Graduate Studies	Miss Margaret Hambly, B.A.

SCHOOL OF GRADUATE STUDIES

Dean	A. R. Gordon, O.B.E., M.A., PH.D., F.R.S.C.
Associate Dean, Division I (including Educational Theory)	E. Sirluck, M.B.E., M.A., PH.D.
Associate Dean, Division II	K. C. Fisher, M.A., PH.D., F.R.S.C.
Secretary	Miss J. E. Gordon, B.A.

Please address all enquiries concerning graduate work in education to

DIRECTOR OF GRADUATE STUDIES,
ONTARIO COLLEGE OF EDUCATION,
371 BLOOR ST. W.,
TORONTO 5, ONTARIO.

TEACHING FACULTY FOR DEGREE PROGRAMMES IN EDUCATION, 1964–65

ONTARIO COLLEGE OF EDUCATION

D. F. Dadson, B.A., B.ED.
Dean of the Ontario College of Education

H. O. Barrett, B.A., D.PAED.
Associate Professor of Educational Psychology

W. Brehaut, M.A., ED.D.
Assistant Professor of Educational Research

V. R. D'Oyley, B.A., ED.D.
Department of Educational Research

Miss M. E. D. Ellis, B.A., B.A.SC., M.ED.
Department of Educational Research

W. G. Fleming, B.A., ED.D.
Associate Professor of Educational Research and Assistant Director of the Department of Educational Research

G. E. Flower, M.A., ED.D.
Professor of Education and Director of Graduate Studies

J. F. Flowers, B.P.H.E., ED.D.
Assistant Professor of Educational Research

H. M. Fowler, B.A., ED.D.
Professor of Education and Director, Advanced Academic Recommendations

R. W. B. Jackson, B.A., PH.D., F.R.S.S.
Professor of Educational Research and Director of the Department of Educational Research

M. D. Parmenter, M.A.
Professor of Guidance and Director of the Guidance Centre

C. C. Pitt, M.A., B.PAED., PH.D.
Professor of Education and Associate Director of Graduate Studies

E. Brock Rideout, B.A., M.ED.
Associate Professor of Educational Research

A. F. Skinner, M.A., B.SC., PH.D., F.E.I.S.
Professor of Education

G. E. Tait, B.A., B.PAED., ED.D.
Professor of Elementary Education

VISITING INSTRUCTORS

In addition to regular members of the faculty of the Ontario College of Education, the following will offer courses in 1964–65.

C. C. ANDERSON, M.A., ED.B., PH.D.
Professor of Educational Psychology, University of Alberta

NORTON L. BEACH, B.B.A., ED.D.
Professor of Education, Teachers College, Columbia University

MRS. CATHARINE CAMPBELL, M.S.W.
Chief Social Worker, Child and Adolescent Unit,
Toronto Psychiatric Hospital

D. A. CLARKE, M.A., PH.D.
Assistant Professor of Mathematics, University of Toronto

N. J. CURTIS, B.A., M.ED.
Principal, William Treadway Public School, Scarborough

A. F. DEVERELL, M.A., PH.D.
Associate Professor of Education, University of Saskatchewan

MISS MARGARET GERRARD, B.A., M.ED.
Reading Consultant, East York Board of Education

M. F. GRAPKO, M.A., PH.D.
Associate Professor, Institute of Child Study

DANIEL E. GRIFFITHS, M.ED., PH.D.
Associate Dean of Education, New York University

O. HALL, M.A., PH.D.
Professor of Sociology, University of Toronto

D. C. HAMBLETON, M.A., ED.D.
Assistant Professor of Education, University of British Columbia

S. HUNKA, M.ED., PH.D.
Assistant Professor of Educational Psychology, University of Alberta

R. E. JONES, B.A., B.PAED.
Inspector of Special Education, Toronto Board of Education

F. H. JOHNSON, M.A., D.PAED.
Professor of Education and Director of Elementary Teacher Education,
University of British Columbia

R. L. LAMB, B.A., ED.D.
Principal, Selwyn Public School, East York

R. M. LAXER, M.A., PH.D.
Special Lecturer in Psychology, University of Toronto,
and Psychologist, Toronto General Hospital

MARCUS LONG, M.A., PH.D.
Professor of Philosophy, University of Toronto

J. R. MCCARTHY, M.A., B.PAED.
Superintendent of Curriculum and Text Books,
Ontario Department of Education

A. S. MOWAT, M.A., B.ED.
Professor of Education, Dalhousie University

G. L. MOWAT, B.SC., M.A., ED.D.
Professor of Educational Administration, University of Alberta

C. E. PHILLIPS, B.A., D.PAED.
Formerly Professor of Education and Director of Graduate Studies,
Ontario College of Education

H. PULLEN, B.A., B.PAED., ED.D., F.C.I.S.
Superintendent and Secretary-Treasurer,
Ottawa Collegiate Institute Board

B. J. QUARRINGTON, M.A., PH.D.
Associate Professor of Psychology, and Associate in Psychiatry,
Faculty of Medicine, University of Toronto

E. J. ROSEN, B.SC., M.D., C.M.
Director, Child and Adolescent Unit, Toronto Psychiatric Hospital,
and Assistant Professor of Psychiatry, Faculty of Medicine,
University of Toronto

H. H. RUSSELL, B.A., ED.D.
Research Consultant, Scarborough Board of Education

A. M. THOMAS, M.A., PH.D.
Director, Canadian Association for Adult Education

GRADUATE DEGREE PROGRAMMES IN EDUCATION

In the Ontario College of Education, the University of Toronto offers programmes of study leading to the graduate degrees of Bachelor of Education, Master of Education, Master of Arts, Master of Philosophy, Doctor of Education and Doctor of Philosophy. Programmes for all but the B.Ed. are under the School of Graduate Studies.

The B.Ed., M.Ed. and Ed.D. are designed chiefly for the professional improvement of qualified and experienced teachers pursuing a career in the work of the schools. The M.A., Phil.M., and Ph.D. programmes tend to place less emphasis on education in the professional sense. A student may be admitted as a candidate for one of the several degrees. Alternatively he may be admitted as a student not proceeding to a degree if he does not meet all requirements for admission as a degree candidate, or if he does not wish to proceed immediately to a degree.

Graduate courses in education are offered both in regular sessions and summer sessions. While it is possible to complete residence requirements for the B.Ed. and M.Ed. through attendance at summer sessions only, varying periods of full-time attendance in regular sessions are required for other degrees as outlined below.

Degree of Bachelor of Education

(1) For admission as a candidate for the degree of Bachelor of Education an applicant shall (a) hold a university degree acceptable to the Ontario College of Education, (b) hold a certificate as a teacher valid in Ontario issued after an approved course in a recognized training school, or a certificate valid elsewhere and acceptable to the College, and (c) have completed at least one year's successful teaching experience subsequent to having obtained a teaching certificate.

(2) To gain admission students should write to the Director of Graduate Studies for an application form. All applicants must return this form with transcripts *in duplicate* of their record in undergraduate work. Ontario teachers must give the name and number of their professional certificates, the date of their attendance at the Ontario College of Education or at a Teachers' College, and facts about their professional experience in Ontario. Other teachers must submit two photostatic copies of a professional certificate, transcripts *in duplicate* of their professional training, and facts supported by a letter or other official evidence of successful experience as a teacher.

(3) To complete requirements for the degree the candidate shall attend and obtain standing on Education 101 and 102 as listed under Units of Instruction (page 14). Standing in a course is defined as a minimum of 60 per cent. B.Ed. candidates are also required to attend additional lectures on sources of information about education and on reading educational materials of a technical nature. Students who begin graduate study with units other than 101 and 102 are NOT eligible for the degree of Bachelor of Education, although they may proceed to the M.Ed. on successful completion of Education 101 and 102.

Degree of Master of Education

(1) For admission as a candidate for the degree of Master of Education an applicant shall hold the degree of Bachelor of Education from the University of Toronto with standing of at least 66 per cent in each of Education 101 and 102, or the applicant shall have qualifications and graduate standing deemed equivalent by the committee administering education courses.

(2) To gain admission students should write to the Director of Graduate Studies for an application form. Those who do not hold a Bachelor of Education degree from the University of Toronto must return the completed form along with: (a) transcripts *in duplicate* of their record in undergraduate work, in professional training, and in subsequent graduate work; (b) two photostatic copies of a professional certificate; (c) facts supported by a letter or other official evidence regarding their successful experience as a teacher.

(3) Candidates who have credit for graduate work in education at other universities beyond requirements for admission as an M.Ed. candidate may be granted credit for not more than two units in the M.Ed. programme.

(4) A candidate seeking to complete the M.Ed. without thesis shall obtain standing on six of the units of instruction. Such standing can be obtained only through attendance. The M.Ed. program is intended to give a comprehensive knowledge of education, and to provide at the same time for specialization in one field. Units are grouped in five broad fields: History and Philosophy of Education, Administration and Supervision, Psychology and Guidance, Curriculum and Methods, and Measurement and Statistics. Ordinarily a candidate shall so select units that he will complete at least one in each of three of these fields (including units completed at the B.Ed. level). Final choice of units, however, is subject to the approval of the Director of Graduate Studies.

To meet the needs of the individual student arrangements can also be made, through the Director of Graduate Studies, to substitute approved graduate courses in other departments of the University for one or two of the required six units. It may also be possible, in the individual case, to plan a master's programme in advance in such a way that a portion of the required work will be done at another university, with prior approval of the committee administering education courses.

(5) Candidates may seek permission to proceed to the M.Ed. by thesis. Ordinarily such permission will be granted to students who have obtained A standing (75 per cent or more) on two of the units of instruction. Candidates planning to proceed later to the degree of Doctor of Education are particularly advised to attempt the thesis option.

A candidate proceeding to the M.Ed. by thesis shall obtain standing on four units of instruction. He is advised to select Education 251, Research in Education, as one of his units. The thesis shall be on some approved topic, embodying the results of an original study conducted by the student. A statement on "Requirements Applicable to Masters' Theses" is available on request from the Director of Graduate Studies.

(6) If a candidate for the degree of Master of Education does not complete requirements for the degree within six calendar years from the date of his acceptance as an M.Ed. candidate, his candidature will lapse. He may subsequently

apply for readmission, and may be so admitted by action of the committee administering education courses. Additional requirements, however, may be demanded of him at that time.

Degree of Doctor of Education

(1) An applicant for admission to the Ed.D. programme shall ordinarily hold the degree of Master of Education with high standing from the University of Toronto. Applicants holding a master's degree from another institution must submit the following to the Director of Graduate Studies for evaluation: (i) transcripts of all academic work; (ii) proof, if such is not included in the transcripts, of having received professional training as a teacher; (iii) proof of certification as a teacher, including full information about the certificate held; (iv) evidence of at least one year's successful experience as a teacher; (v) a copy of the master's thesis, if the applicant wrote such a thesis; (vi) the name of the applicant's faculty adviser at the university where the master's degree was obtained. With the exception of (v) and (vi), *all must be submitted in duplicate.*

(2) Acceptance as a candidate for the degree of Doctor of Education will also depend upon the applicant's score on a qualifying examination, and his successful completion of a Qualifying Research Project. For 1964–65 the qualifying examination will consist of the Aptitude Test and the Advanced Test in Education of the Graduate Record Examinations offered by the Educational Testing Service of Princeton, New Jersey. Applicants who have already taken these tests should submit details of time and place to the Director of Graduate Studies. A statement on "Requirements Applicable to the Qualifying Research Project" is available from the Director of Graduate Studies.

An applicant who completed the requirements for the Master of Education degree at the University of Toronto by thesis may, if the committee administering education courses judges the thesis to be of sufficiently high quality, be excused from the Qualifying Research Project. Similar consideration may be given by the committee at its discretion to a thesis submitted as part of the requirements for a graduate degree at another university.

(3) To complete residence requirements for the degree of Doctor of Education a candidate shall be in attendance at the Ontario College of Education beyond the M.Ed. for one regular session. It is of course preferable for a candidate to be formally accepted to doctoral candidacy before the beginning of that regular session; in any case he must be accepted to candidacy not later than January 31 if that regular session is to be counted as fulfilling the residence requirement. This in turn means that the Qualifying Research Project, if one is required, must be completed and submitted for examination not later than January 5.

(4) Course requirements will be standing on a minimum of four units of instruction, the choice of which will be determined by the candidate's professional interests and the nature of his proposed dissertation. Education 251, Research in Education, shall be one of the four units if the candidate has not already obtained credit for this unit. With the prior approval of the committee administering education courses, in individual cases appropriate graduate offer-

ings of other departments of the University may be substituted for one or two of the required units; in any case a candidate's proposed plan of studies is subject to approval by the committee. A doctoral candidate may also wish to audit various University offerings aside from the required units as preparation for his dissertation. All candidates for the doctorate are required to attend the Seminar in Education (see page 22).

(5) The further and major requirement for the degree is the completion of a doctoral dissertation. A statement on "Requirements Applicable to Doctoral Dissertations" is available from the Director of Graduate Studies.

As early as possible during his period in residence a candidate should select a tentative topic and seek opinions in the seminar and by consultation with the staff regarding its suitability. When he has completed his plan the candidate will be required to present an outline of his proposed study for discussion in the seminar. He must at that time or subsequently obtain formal approval of his proposal from the committee administering education courses. Under no circumstances will a dissertation be examined for credit unless the topic and outline have received this initial approval.

After a completed dissertation has been approved by the examiners, the candidate shall furnish the Secretary of the School of Graduate Studies with four bound copies and shall make arrangements to publish the dissertation or an approved abstract thereof. If the candidate publishes only an abstract of his dissertation, he shall furnish the Secretary of the School of Graduate Studies with 25 copies of the abstract.

(6) If a candidate's thesis has not been submitted and accepted within five calendar years from the date of his acceptance as an Ed.D. candidate, his candidature will lapse. He may subsequently apply for readmission, and may be so admitted by action of the committee administering education courses. Additional requirements, however, may be demanded of him at that time.

Degrees of Master of Arts, Master of Philosophy, and Doctor of Philosophy

The Ontario College of Education as the Department of Educational Theory of the School of Graduate Studies offers courses leading to the degrees of M.A., Phil.M., and Ph.D. Courses for these degrees are taken in regular academic sessions.

Complete information concerning these degrees is given in the calendar of the School of Graduate Studies, University of Toronto. The following statements are included here for convenience only.

Full qualifications for admission to these courses are: an honours degree in Arts from the University of Toronto, or its equivalent; and a year of professional training at an approved university followed by successful experience as a teacher. But graduates of a pass or general course and graduates who lack the above professional training or experience as teachers may be admitted as candidates for these degrees after they have completed prerequisite courses prescribed to meet their particular needs.

Fully qualified candidates for the degree of Master of Arts may complete their course work in one regular session. The course requirements are two courses[1] in the Department of Educational Theory and one course in another department of the School of Graduate Studies. In addition a candidate for the

M.A. degree will submit a thesis. In exceptional cases, at the discretion of the Department, additional course work may be substituted for the thesis.

Fully qualified candidates for the degree of Master of Philosophy in the Department of Educational Theory shall pursue a full-time programme of advanced study for two academic years. In some circumstances an applicant holding the M.A. and proceeding the year immediately following into the Phil.M. programme may be admitted directly to the second year of the Phil.M. programme. While a research thesis is not a requirement of the Phil.M., in addition to course work each candidate will be required to devote an approved portion of his time to independent scholarship, culminating in a major essay or research paper.

Fully qualified candidates for the degree of Doctor of Philosophy may complete attendance requirements in three regular sessions, or in two regular sessions if they hold an M.A. degree in Educational Theory from this university, or the equivalent. Requirements for the degree ordinarily include: two minor courses, of which at least one shall be in some other department of the University; a major (ordinarily a composite of at least two courses) representing intensive work in one of the fields indicated under Units of Instruction on the following pages; an adequate knowledge ordinarily of one modern language (usually French) in addition to English; and a doctoral thesis on some approved topic related to the student's major field.

[1]One graduate course is ordinarily the equivalent of two education units.

UNITS OF INSTRUCTION

Units of instruction, each equivalent to one half-course as defined by the School of Graduate Studies, are offered as detailed below. Two units constitute a full-time programme in the summer session, six units a full-time course programme in the regular session.

A student's eligibility for enrolment in any unit is subject to approval by the committee administering education courses.

Key to Numbering of Units

(a) Units numbered in the 100's are required for the B.Ed. degree, although they may be taken for M.Ed. credit by students who are granted the equivalent of B.Ed. standing for graduate work done elsewhere. These courses are offered in regular sessions and in summer sessions every year.

(b) Units numbered in the 200's are offered in regular sessions and in summer sessions, except where marked, and may carry credit toward a master's or a doctor's degree.

(c) Units numbered in the 300's are advanced or specialized courses ordinarily at the doctoral level. They are offered only when there is sufficient demand, and not all of them will be offered in any given year.

HISTORY AND PHILOSOPHY OF EDUCATION

101. Our European Heritage (Professor Skinner, regular session; Professors Mowat and Johnson, Summer Session 1964)

A review of the educational thought and practice of the educationists of the past considered to be most outstanding and most influential in the history of European education to the present day: including, where appropriate, references to sources which have influenced education in Canada and the United States. A closer study of more recent educational thought in Europe, and the more recent history of educational developments in Britain. Educational provision in Britain in the last two centuries, with particular reference to rapidly changing social conditions, to increasing State intervention, and to the growth, features and problems of the national system of education in England today.

102. Our North American Background (Professor Brehaut and Dr. D'Oyley, regular session; Professors Brehaut, Johnson, and Dr. D'Oyley, Summer Session 1964)

A survey of the history of education in Canada, covering: (i) education in different parts of Canada prior to the establishment of school systems under public control; (ii) the growth of public education, the history of provincial systems, and topical study of various aspects of their administration; (iii) the development of educational thought in Canada and topical study of various aspects of curriculum and method. Con-

comitant references to the development of public education in the United States.

206. Comparative Education (Professor Skinner)

A comparative study of the educational systems, their problems and practices, in such countries as Great Britain, U.S.A., France and the U.S.S.R., and in other countries as time may permit or as the interests of students may determine. Attention will be given not merely to the factual data of organization and administration but also to the educational thought supporting them, to contrasts and similarities in problems and solutions relative to education in Canada, and to the understanding in some degree of the social, economic, historical or other factors which have fashioned the development of these systems.

(Not offered in Summer Session 1964)

207. Sociology of Education (Professor Hall)

The school in its contemporary social setting, including such topics as the following: the work setting—school status and authority systems; the teacher in the school setting—models of the job, types and stages of careers; the community setting—social class, ethnic and religious groups in relation to the school; social change and the school—the impact of technology, patterns of community growth.

(Not offered in Summer Session 1964)

208. Modern Philosophies of Education

(Professor C. E. Phillips, regular session;
Professor Long, Summer Session 1964)

Traditional and environmental influences on social and educational thought; current philosophies of education; possible explanations of different points of view; ideas of various thinkers on educational issues; Canadian attitudes; constructing a philosophy of education.

210. History of Education in Canada (Professor Brehaut)

This unit will be conducted partly as a seminar in which students will present papers on selected aspects of education in different provinces based on historical theses and other library materials which have been collected for the purpose. There will also be lectures to direct topical study of the development in Canada of educational administration and finance, of the role in education of the church and the federal government, of curriculum and methods, of teacher education, and other aspects of education to be decided in class. *Unit 102 is a prerequisite for enrolment in this unit.*

301. History of Educational Thought to 1750 (Professor Skinner)

A study, in general, of the influence of educational thought to 1750 in shaping the developing conceptions of the aims and meaning of the educational process: its contribution towards a sound basis for the interpretation and appreciation of modern theories and practices. The writings and influence of prominent thinkers: in particular, of the great educational

figures of the ancient Graeco-Roman period, of some of the outstanding figures of the pre-Renaissance and Renaissance centuries: of the immediate forerunners of modern education in the seventeenth century.

302. History of Education in Great Britain (Professor Skinner)

A study of the origins and development of contrasting educational traditions and educational provision in the constituent countries of Great Britain. Consideration of social and religious and other factors of influence as well as reference to outstanding people whose thought or practices influenced contemporary and subsequent developments. More detailed attention to the more recent history of developments in education, chiefly in England, with a view to an understanding of the purposes and problems of a highly influential system of modern education, whose main features are those of complexity, variety, and flexibility, and of the articulation of its various stages and parts.

303. History of Education in the U.S.A. (.....)

A survey of social and political developments related to education and of educational developments in the United States, with emphasis on the north eastern states and intensive study of aspects which are of special interest to the student group.

304. History of Education in Ontario (Professor Brehaut)

Intensive study of major educational developments in this province.

305. Seminar in History and Philosophy of Education (Staff members as above)

A seminar for detailed study of selected topics, offered in regular session only and when there is sufficient demand. Ordinarily limited to advanced graduate students specializing in the field of history and philosophy of education.

ADMINISTRATION AND SUPERVISION

211. School Law and Administration of Education in Ontario (Professor Rideout, regular session; Dr. Lamb, Summer Session 1964)

A course illustrating the major problems in the administration of education through a detailed study of school law and practice in Ontario; designed in particular for those who hold or are preparing for positions as principals, inspectors, or administrators in Ontario.

212. Supervision (Professor Flower, regular session; Dr. Pullen, Summer Session 1964)

Principles, problems and procedures of educational supervision, with emphasis on a co-operative approach to the improvement of instruction. Functions of supervisors at various levels, including those of the school principal.

214. Administration of Public Education in Canada

(Professor Flower)

Principles, problems and procedures of educational administration, including consideration of such topics as the governmental structure of education, centralization and decentralization, internal organization of school systems, personnel and business administration. Comparisons between various provinces will be stressed throughout the course, with reference to patterns in other countries as well.

217. Educational Finance (Professor Rideout, regular session; Professor G. Mowat, Summer Session 1964)

The financial support of education at the various levels of government. Principles and practices of grant structure and distribution; problems of assessment, tax collection, budgeting; the relationship of the financial support of education to that of other governmental functions.

311. Seminar in Supervision (Staff members as above and Professor Tait)

A seminar for advanced students, on selected current problems and issues in the supervision of education.

312. Seminar in Administration (Staff members as above)

A seminar for advanced students, on selected problems and developments in educational administration.

PSYCHOLOGY AND GUIDANCE

221. Psychology Applied to Elementary Education

(Professor Pitt, regular session; Professor Anderson, Summer Session 1964)

The psychology of children of elementary school age: their physical, motor, social, emotional, moral, and mental development. The psychology of learning: systematic theories, motivation, transfer, etc. The psychology of certain elementary school subjects.

222. Psychology Applied to Secondary Education

(Professor Barrett)

The psychology of children of pre-adolescent and adolescent age: their physical, motor, social, emotional, moral and mental development. The adolescent and society. The psychology of learning: systematic theories, motivation, transfer, etc. The psychology of certain secondary school subjects.

225. Introduction to Personality Theory in Relation to Education (Professor B. J. Quarrington)

The relationship between personality theory and research and research and theory in other areas of psychology; an examination of the structure and dynamics of personality as seen in three or four of the major contemporary theories—perhaps Freud, Sullivan, Lewin, Allport; particular consideration of the relevance of these to the teacher-pupil and administrator-teacher relationships.

226. Mental Health in Education
(Professor Grapko, Summer Session 1964)

The factors involved in child development (pre-school period, early school years, intermediate years, adolescence) and the difficulties and problems of each period. The preventive and remedial phases of mental health.

227. Introduction to Guidance (Professor Parmenter)

A course for students without previous experience or formal study in guidance. Basic principles and current practices in educational and vocational guidance, with a discussion of diagnosis, counselling, and the place of group work, in a student personnel programme.

229. Psychology Applied to Atypical Children and Youth
(Professor Pitt and associates)

The emphasis will be on the psychology of the exceptional, not on programs for them, though some reference to the latter will be included. Several of the following groups will be considered: on the one hand the blind and partially sighted, the hard of hearing and deaf, the speech defective, the brain-damaged, and the mental defective; and on the other hand the intellectually gifted.

(1964–65 Regular Session only.)

271. Theories of Counselling (Professors Rosen and Laxer; Mrs. Campbell)

The course will be concerned with current theories of counselling and their appraisal, together with various attempts at classification. The theoretical assumptions underlying different approaches will be examined and compared, with reference to clinical counselling as a means of illuminating principles. The student is referred to the works of Rogers, Snygg and Combs, Lecky and others.

(1964 Summer Session only.)

272. Behaviour Disorders in Children and Youth
(Professor Rosen and Mrs. Campbell)

The range of behaviour disorders in children and youth: e.g. neurotic behaviour, organic conditions, psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations and readings.

(1964–65 Regular Session only.)

273. Counselling—Techniques and Practicum (.....)

Various techniques employed in the counselling aspects of the guidance process. The emphasis will be on counselling of "normal" elementary, secondary, or post-secondary school students as they confront problems within a broad range of normalcy. A major part of the course will be a supervised practicum involving field work in guidance departments in schools and other agencies.

(Not offered in 1964.)

274. Educational, Occupational and Industrial Information (.....)

Development and present trends in Canada with respect to opportunities for education, occupations and industries. Obtaining and organizing educational, occupational and industrial information, together with methods of appraisal and research. Study of trend indicators, relationship to curriculum change, the manpower planning concept, job analysis, etc.

(Not offered in 1964.)

275. Group Work in Guidance (.....)

Theory and practice of the place of group work in developmental, preventive, remedial and emergency guidance services in elementary, secondary, and post-secondary educational institutions. Some consideration of group procedures in studying individuals and of group work with parents and out-of-school youth.

(Not offered in 1964.)

276. Organization and Administration of Guidance Services (.....)

A course for professional guidance workers. Principles, problems and procedures in organization and administration of guidance services in a single elementary or secondary school, a municipal or provincial system or a constellation of schools within such a system. Particular attention will be given topics such as: functions of school personnel in guidance; in-service training; integration of school and community resources; coordination of elementary, secondary, and post-secondary school programmes; guidance testing programmes; information services; placement and follow-up activities.

(Not offered in 1964.)

321. Advanced Educational Psychology (Professor Pitt, regular session; Professor Anderson, Summer Session 1964)

A seminar approach will be employed for studying selected topics in child psychology, the psychology of adolescence, and the psychology of learning.

322. Individual Psychological Testing (Professor Pitt and Mr. Curtis)

The administration and interpretation of the Revised Stanford-Binet, the Wechsler-Bellevue, and the Grace-Arthur Performance Tests. An acquaintance with selected projective techniques. Only students with an adequate knowledge of psychological theory will be accepted.

(1964 Summer Session only.)

323. Advanced Work in Guidance (Professor Parmenter)

Intensive study, for students specializing in guidance, of selected problems and practices in this field.

(1964–65 Regular Session only.)

235. Current Practices in Elementary Education
(Professor Tait, regular session;
Mr. Jones, Summer Session 1964)

A study of general methods, specific methods, procedures and techniques as applied in modern elementary schools. An examination of experiments in methodology including laboratory systems, unit plans and enrichment programmes.

236. Curriculum Development (Mr. McCarthy, regular session;
Professor Hambleton, Summer Session 1964)

Principles, problems, experiments, trends in curriculum development in elementary and secondary schools. Factors involved in leadership in curriculum development and the improvement of instruction. Analysis of curriculum programme in relation to modern concepts of curriculum.

238. Diagnosis and Remedial Instruction (Miss Gerrard)

Study of pupil difficulties and techniques of preventive and remedial teaching, with special emphasis on practices suitable for typical classrooms; use of diagnostic tests, observations and examinations and interpretation of the results.

239. Adult Education (Dr. Thomas)

History and organization of adult education in Canada; a survey of current philosophies of education in the adult field; psychology of learning for adults; problems of administration and presentation of adult education, and allied topics.

240. Current Practices in Secondary Education
(Dr. Pullen, Summer Session 1964)

Study of general methods, specific methods, procedures and techniques as applied in modern secondary schools. Examination of some experiments in methodology and organization.

261. Historical Development of Mathematical Thought
(Professor Clarke, Summer Session 1964)

A course for teachers of mathematics, with particular reference to the concept of number and its applications in the teaching of mathematics in the schools. Historical development of number systems, and some current implications.

262. The Growth of the English Language (.....)

A course primarily for teachers of English, with particular reference to the history of the language and its continuing growth; linguistics and structural analysis.

(Not offered in 1964.)

241. Educational Measurement and Evaluation I (Professor Fowler)

A beginning course in educational measurement and evaluation, designed to introduce students to theoretical concepts of measurement and evaluation such as reliability and validity of tests. More technical aspects are given only general treatment. The course deals almost entirely with measuring devices required by classroom teachers. Topics included are: the role of evaluation in the schools; general principles of evaluation; types of devices for measurement and evaluation; teacher-constructed tests, essay-type and objective-type; survey of available standardized tests of achievement; the school testing programme; interpretation of test results; using marks and test scores to improve school work.

242. Elementary Statistics (Dr. Russell)

An introductory course dealing largely with descriptive statistics. Some of the general implications of statistical inference are also presented. A mathematical background is not required.

243. Intermediate Statistics (Miss Ellis, regular session; Professor Hunka, Summer Session 1964)

A first course in statistical inference. Emphasis will be placed on tests of statistical hypotheses expressed in terms of means, frequencies, and proportions. A mathematical background is not essential.

246. Educational Measurement and Evaluation II (Professor Flowers, regular session; Professor Hunka, Summer Session 1964)

A second course in educational measurement and evaluation. Theoretical concepts of measurement, such as test reliability and test validity, are treated comprehensively. Attention is centred upon evaluating such functions as aptitude, attitude, interests, and various aspects of personality. Devices such as questionnaires, rating scales, autobiographies, and sociometric scales, will be considered theoretically and practically. General principles of constructing tests and other evaluating devices will be introduced. Attention will be paid to statistics required in processing test scores. Other topics to be considered are the following: general principles of evaluation (as applied to tests other than achievement tests); classifications of tests; survey of personality and aptitude tests; more technical aspects of test score interpretation.

341. Theory and Practice of Test Construction (Professor Flowers)

A course dealing with the technical and other problems involved in the construction of standardized tests. Students are given an opportunity to design and try out tests and to analyze the results. The emphasis is on practical work.

(Offered in Summer Session 1964.)

342. Advanced Statistics (Professor Fleming)

A course in design of experiments and multivariate analysis of data. Major topics include linear and multiple regression, with associated tests of hypotheses, analysis of variance for simple and complex experimental designs, and the use of analysis of covariance. A knowledge of calculus is not essential.

RESEARCH AND SPECIAL STUDIES

Offerings in this section are grouped here for convenience, since they are not limited to any one of the special fields detailed above.

251. Research in Education (Professor Fleming)

Nature of scientific thinking. Finding and defining the research problem. Advantages, disadvantages, limitations and theoretical aspects of various methods of doing research in education. Location, evaluation, analysis and presentation of data. The research report.

252. Individual Study and Problems

In order to provide flexibility in rounding out an individual student's background, and in keeping with his particular scholarly and professional interests, provision is made under this heading for qualified students, individually or in small groups, to obtain course credit for directed specialized study. Such studies may be in any of the special fields in which instruction is offered. Arrangements should be made by the individual advanced graduate student and the appropriate staff member, subject to approval of the study plan by the Director of Graduate Studies. Course credit can NOT be obtained under this heading for a thesis investigation proper, although the specialized study may be closely related to the topic of a thesis.

351. Specialized Research Methods (Appropriate staff members)

An advanced course in research design, with special attention to various types of research methodology appropriate to the investigation of specific problems in education.

Current emphasis (under Professor Flowers) is on automated processing of research data in Education, including consequent changes in research design and practices and their application.

Seminar in Education

This seminar, attended by advanced graduate students and by members of the faculty, provides doctorate candidates with an opportunity to present an outline of the problem they propose to investigate for their dissertation, and to discuss and defend the procedures they intend to use. This seminar carries no course credit, but all the candidates for the doctorate are required to attend it for at least one academic session. Candidates proceeding to a master's degree by thesis may attend at the discretion of the committee administering education courses.

GENERAL INFORMATION

Application and Registration

Copies of application forms are available from the Director of Graduate Studies. Students should complete these forms and submit them by mail or in person to arrive as follows:

March 1–March 31 for the 1964 Summer Session
July 20 for after-hours students in the 1964–65 Session
September 15 for resident students in the 1964–65 Session.

Final registration will take place at the Ontario College of Education at 1.30 p.m., Monday, June 29 for the 1964 Summer Session and at 10 a.m., Tuesday, September 22 for resident students in the 1964–65 Regular Session.

Study in Summer Session

March 1–31 has been established as a period of advance enrolment for the summer session in order to allow time for preparatory reading. Soon after acceptance of application forms from a student, he will be notified of such readings as may be recommended for the unit he has selected. He is strongly advised to complete such preparatory reading in advance of the necessarily concentrated summer session.

Although examinations will be held at the end of the six-week summer session, students will be required also to complete and submit additional term work to the instructor by a date in November set by him. Final grades will be mailed to students by the end of December.

Students may enrol for not more than two units in a summer session.

Examinations

All examinations will be held at the Ontario College of Education. Final examinations in each unit will be scheduled at the end of the regular session or summer session in which the unit is offered. Students must sit for the final examination at that time. In case of inability to write an examination because of serious illness, a student should immediately inform the Director of Graduate Studies. Permission may then be granted to write the examination, without further fee, on a subsequent occasion when the unit is offered. No student will be permitted to rewrite the examination in any unit without reattending the classes in that unit and paying fees as if it were an additional unit. Pass standing above the B.Ed. level is 66%. Any student whose work is judged to be unsatisfactory by the committee administering graduate courses in education may be required to withdraw.

Term Assignments

If a student does not complete required term work in any unit by the date set by the instructor, he will be regarded as having failed that unit. In exceptional cases, however, an extension of time may be granted by the committee administering education courses.

After-Hours Classes in Regular Session

During the Regular Session 1964–65 certain units, including 206, 207, 214, 229, 238 and 272 will be offered weekdays at 4.30 p.m. Unit 102 will be offered Saturdays at 10 a.m. Qualified, fully employed teachers may enrol for one such course. Details and application forms will be available at the College by May 1.

July 20 will be the last day for receiving applications for enrolment in these after-hours courses except in exceptional cases for unit 102.

Elementary-School Inspector's Certificate

The Ontario Department of Education issues an Elementary-School Inspector's Certificate to those who meet requirements as laid down by the Ontario Department of Education. One of those requirements is successful completion of Education 221 *or* 241, *or* 101 and 102, Education 211 *or* 214, Education 212 *or* 235, and one other unit. Certain units formerly offered by the College are also acceptable under the Regulations. Details are available from the Director of Graduate Studies, or from the Ontario Department of Education.

In this connection an Internship Plan is operated jointly by the Ontario College of Education and the Ontario Department of Education. The purpose of the plan is to provide practical field experience in supervision and administration for graduate students who are, or may be, candidates for the Ontario Elementary-School Inspector's Certificate. Under this plan selected students may spend two weeks with a provincial school inspector in the field. Credit will be given for this experience in Education 211, 212 or 214. Details are available from the Director of Graduate Studies.

Living Accommodation

Rooms for a limited number of students are available in university residences at a cost of approximately $10 per week. Men should address inquiries to the Secretary's office, Devonshire House, University of Toronto; women should write to Mrs. H. A. Innis, 79 St. George St., Toronto. Meals can be obtained in Hart House.

A list of rooms and apartments in private homes near the College is available from the Director of Graduate Studies. Rents vary considerably depending upon the quality of accommodation and location, but students should expect to pay about $10 a week for suitable quarters.

FEES

Information concerning fees for Ph.D., Phil.M., and M.A. candidates is contained in the calendar of the School of Graduate Studies. Details below apply for students in programmes leading to the professional degrees of Ed.D., M.Ed., and B.Ed. All fees are subject to change by the Board of Governors.

Fees are payable at the Chief Accountant's office of the University of Toronto when the student's application forms have been approved and returned to him for payment. A late fee of $10 will be assessed against any student whose fees for study in Regular Session have not been received at the Chief Accountant's Office by October 5. If fees remain unpaid as of November 5, the student will be considered as not registered.

In Summer Session a late fee of $10 will be assessed where fees have not been received at the Chief Accountant's Office by July 3. If fees remain unpaid as of July 10, the student will be considered as not registered.

SCHEDULE OF FEES

In Regular Session

Full-time Students, in programmes leading to the Ed.D., M.Ed., or B.Ed.	Men—$320 Women—$300

These totals include an academic fee of $280, and required incidental fees of $8 for Students' Administrative Council, $10 for Health Service, $2 for Graduate Students' Union, and $20 for Hart House (men only).

Part-Time Students

one graduate course	$92
each additional course	$80
half-course or unit	$51
after-hours units, each	$70

In Summer Session

one half-course, or unit	$70
two half-courses, or units	$125

Supervision of Thesis	$125

Included in the above are examination, incidental and degree fees, except that candidates submitting a thesis during a session for which they are not otherwise registered shall pay a re-registration fee of $52.

NON-CREDIT SEMINARS AND OPEN LECTURES

From time to time, as a supplement to regular offerings, Graduate Studies in Education sponsors various non-credit institutes, seminars, or open lectures. Three such events are contemplated for 1964–65.

During the 1964 Summer Session a series of three open *Monday Lectures* will be scheduled, each presenting a distinguished visitor on a subject of current general interest in Education. Details will be available in May.

Also during the 1964 Summer Session a ten-day invitational *Senior Seminar in Administration* will be offered, in conjunction with urban boards of education. This seminar will be conducted by Dean Daniel E. Griffiths of the School of Education, New York University, and Professor Norton L. Beach of Columbia University. It will be based on the "simulation" approach to the study of administration.

Another non-credit seminar on small group leadership is under consideration, probably to be held in February of 1965.

FELLOWSHIPS AND OTHER FINANCIAL ASSISTANCE FOR STUDENTS

1. *The William Pakenham Fellowship in Education*

The late William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct in behalf of the activities of the Ontario College of Education.

Accordingly a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Senate. The Fellowship shall be awarded at such intervals and have such value (usually $2,000) as the Senate, on the recommendation of the Council of the Ontario College of Education, may from time to time determine. Applicants must be residents of Ontario, holding a Bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

Application forms are available from the Director of Graduate Studies, and should be submitted by March 1st.

2. *Graduate Fellowships and Research Assistantships*

Several graduate fellowships are available for students proceeding to advanced degrees in the Ontario College of Education. Interested persons should consult the Director of Graduate Studies.

A number of research assistantships in the Department of Educational Research and the Guidance Centre are also available each year. Interested students should consult the Director of the Department of Educational Research and the Director of the Guidance Centre.

Graduate fellowships and research assistantships carry stipends of up to $2,500.

3. *The F.W.T.A.O. Fellowship*

This annual fellowship has a value of $3,000. Ordinarily applicants must be members of the Federation of Women Teachers' Association of Ontario, but other applicants with outstanding qualifications may be considered. For further information write to the Director of Graduate Studies, Ontario College of Education.

4. *Ontario Secondary School Teachers' Federation Awards*

(a) O.S.S.T.F. Scholarship for Educational Research.

This annual scholarship, ordinarily of $2,500, is open to practising teachers in Canada undertaking full-time study at a university of their choice toward a doctorate degree in a field related to the work of the schools. Details are available from the General Secretary, O.S.S.T.F., 1260 Bay Street, Toronto 5.

(b) Ansley Memorial Awards

An award or awards of up to $1,000 is offered annually by the O.S.S.T.F. as a memorial to the late J. W. Ansley. Open to any Ontario secondary school teacher (ordinarily with five or more years of teaching experience), the award is intended to assist with the costs of a significant educational study. Details are available from the General Secretary, O.S.S.T.F., 1260 Bay Street, Toronto 5.

5. *Fellowships Tenable for Graduate Study in Any Department of the University of Toronto*

The following awards are open to qualified graduate students proceeding to degrees offered in any department of the University. Application forms can be secured from the Secretary of the School of Graduate Studies, and completed applications, together with official transcripts of undergraduate and any graduate work, must be submitted to her before March 1st.

(a) Sidney Smith Fellowship of $2500 plus academic fees.

(b) Special Fellowships, $2500 plus academic fees.

(c) University of Toronto Open Fellowships: $1500, $1250, $1000, plus academic fees.

(d) Sir Joseph Flavelle Fellowships: approximately $1000 each.

(e) The George Sidney Brett Memorial Fellowship of approximately $1000.

(f) The R. V. LeSueur Fellowship of $500 and $320 tuition fees.

(g) The Margaret and Nicholas Fodor Fellowship of approximately $925.

6. *Canada Council Awards*

The Canada Council offers a series of awards, tenable in the graduate faculty of any university, which include the following of interest to students in Education: (i) Pre-Master's Degree Scholarships of an average value of $1,500, (ii) Pre-Doctor's Degree Fellowships of an average value of $2,000 plus travel allowance; and (iii) awards of $2,000–$2,500 plus travel allowance for teachers in secondary schools to improve their qualifications in the arts, humanities, and social sciences, including mathematics. Application forms are available from the Scholarships Section, The Canada Council, 140 Wellington Street, Ottawa, Canada.

CALENDAR 1964

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The University of Toronto issues the following calendars and other publications concerning courses of instruction given by the University, any one of which may be had on application to the Registrar of the University or to the Secretary of the Faculty, School or Institute about which information is sought.

CALENDARS AND OTHER PUBLICATIONS ISSUED BY THE UNIVERSITY OF TORONTO

ADMISSION INFORMATION—	Admission Awards
	Admission Circular
APPLIED SCIENCE AND ENGINEERING—	Faculty of Applied Science and Engineering
	Diploma Course in Operations Research
ARCHITECTURE—	School of Architecture
ARTS AND SCIENCE—	Faculty of Arts and Science
	Courses and Subjects in Arts and Science
	Diploma Course in Computing and Data Processing
BUSINESS—	School of Business—Graduate Programme in Business Administration
	Winter Evening Seminars
CHILD STUDY—	Institute of Child Study
DENTISTRY—	Faculty of Dentistry
	Courses for Graduates in Dentistry
	Dental Hygiene
EDUCATION—	Ontario College of Education
	Graduate Degrees in Education
EXTENSION—	General Course (Extension)
	Evening Course in Business (Leading to a Certificate)
	Evening Tutorial Class
	Business and Industry Courses
	Correspondence Courses
FOOD SCIENCES—	Faculty of Food Sciences
FORESTRY—	Faculty of Forestry
GRADUATE STUDIES—	School of Graduate Studies
HYGIENE—	School of Hygiene
LAW—	Faculty of Law
LIBRARIANSHIP—	Library School
MEDICINE—	Faculty of Medicine
	Division of Rehabilitation Medicine
	Division of Postgraduate Medical Education
MUSIC—	Faculty of Music
	The Royal Conservatory of Music
	School of Music Year Book
	General Syllabus
	Pianoforte and Theory Syllabus
NURSING—	School of Nursing
PHARMACY—	Faculty of Pharmacy
PHYSICAL AND HEALTH EDUCATION—	School of Physical and Health Education
SOCIAL WORK—	School of Social Work

Enquiries about the following institutions in the University of Toronto should be addressed as follows:

Ontario Agricultural College
Macdonald Institute
Ontario Veterinary College
} The Registrar, Federated Colleges, Guelph, Ontario.

York University—The Registrar, 2275 Bayview Avenue, Toronto 12.

Massey College—The Master, Massey College, University of Toronto, Toronto 5.

ONTARIO COLLEGE OF EDUCATION

University of Toronto

Graduate Studies 1965-66

For information regarding courses leading to professional certificates and the work of the College generally, see the *Calendar of the Ontario College of Education.*

UNIVERSITY OF TORONTO

Programs Leading to

GRADUATE DEGREES IN EDUCATION

1965-1966

Ontario College of Education
371 Bloor St. W., Toronto, Ontario

UNIVERSITY OF TORONTO PRESS
1965

Please address all inquiries concerning graduate work in education to

DIRECTOR OF GRADUATE STUDIES,
ONTARIO COLLEGE OF EDUCATION,
371 BLOOR ST. W.,
TORONTO 5, ONTARIO.

CONTENTS

	Page
Administrative Officers	5
After-Hours Classes in Regular Session	27
Application and Registration	26
Academic Calendar, 1965–66	4
Elementary-School Inspector's Certificate	27
Examinations	26
Fees	28
Fellowships and Other Financial Assistance	29
Graduate Study in Education	9
Graduate Degree Programs in Education	
Bachelor of Education	11
Master of Education	11
Doctor of Education	13
Master of Arts	14
Master of Philosophy	14
Doctor of Philosophy	14
Living Accommodation	27
Non-Credit Seminars and Open Lectures	29
Students from Overseas	9
Summer Session	26
Teaching Faculty	6
Units of Instruction	16

ACADEMIC CALENDAR 1965–66

1965	March 1–31	Advance enrolment for the 1965 Summer Session. Preparatory reading assignments available.
	April 26–30	Examinations, 1964–65 Regular Session.
	May 28–June 4	Spring Convocation.
	June 30	Summer Session registration—4.30 p.m.
	July 1	First lectures of the Summer Session.
	July 20	Last day for receiving applications for 1965–66 after-hours classes.
	August 9–12	Examinations, Summer Session.
	September 17	Regular Session registration—10 a.m.
	October 11	Thanksgiving Day. No lectures.
	November 11	Remembrance Day Service.
	November 26	Autumn Convocation.
	December 17	Last lectures, Autumn Term.
1966	January 3	First lectures of the Winter Term.
	March 1–31	Advance enrolment for the 1966 Summer Session. Preparatory reading lists available.
	April 7	Last lectures, Regular Session.
	April 8	Good Friday.
	April 18–29	Examinations, 1965–66 Regular Session.
	May 30–June 10	Spring Convocation.

Administrative Officers

THE UNIVERSITY

President	C. T. Bissell, M.A., PH.D., D.LITT., LL.D., F.R.S.C.
Vice-President (Academic)	M. St. A. Woodside, M.A., LL.D.
Registrar	R. Ross, M.B.E., M.A.
Chief Librarian	R. H. Blackburn, M.A., B.L.S., M.S.

ONTARIO COLLEGE OF EDUCATION

Dean	D. F. Dadson, B.A., B.ED.
Registrar of the College	Miss A. A. L. Elliott, B.A.
Librarian	Mrs. K. Packer, B.A., A.M.L.S.
Director of Graduate Studies	G. E. Flower, M.A., ED.D.
Associate Director of Graduate Studies	C. C. Pitt, M.A., B.PAED., PH.D.
Secretary, Director of Graduate Studies	Miss Margaret Hambly, B.A.

SCHOOL OF GRADUATE STUDIES

Dean	E. Sirluck, M.B.E., M.A., PH.D.
Associate Dean, Division I (including Educational Theory)	H. C. M. Eastman, A.M., PH.D.
Associate Dean, Division II	K. C. Fisher, M.A., PH.D., F.R.S.C.
Assistant Dean	W. C. Winegard, M.A.SC., PH.D.
Secretary	Miss J. E. Gordon, B.A.

TEACHING FACULTY FOR DEGREE PROGRAMS IN EDUCATION, 1965–66

(as of February, 1965)

ONTARIO COLLEGE OF EDUCATION

D. F. Dadson, B.A., B.Ed.
Dean of the Ontario College of Education

H. O. Barrett, B.A., D.Paed., F.O.T.F.
Associate Professor of Educational Psychology

W. Brehaut, M.A., Ed.D.
Associate Professor of Educational Research

V. R. D'Oyley, B.A., Ed.D.
Assistant Professor of Educational Research

Miss M. E. D. Ellis, B.A., B.A.Sc., M.Ed.
Department of Educational Research

W. G. Fleming, B.A., Ed.D.
Professor of Educational Research and Assistant Director of the Department of Educational Research

G. E. Flower, M.A., Ed.D., F.C.C.T.
Professor of Education and Director of Graduate Studies

J. F. Flowers, B.P.H.E., Ed.D.
Associate Professor of Educational Research

H. M. Fowler, B.A., Ed.D.
Professor of Education and Director, Advanced Academic Recommendations

R. S. Harris, M.A., Ph.D.
Professor of Higher Education and Principal of Innis College

R. W. B. Jackson, B.A., Ph.D., F.R.S.S.
Professor of Educational Research and Director of the Department of Educational Research

M. D. Parmenter, M.A.
Professor of Guidance and Director of the Guidance Centre

C. C. Pitt, M.A., B.Paed., Ph.D.
Professor of Education and Associate Director of Graduate Studies

E. Brock Rideout, B.A., M.Ed.
Associate Professor of Educational Research

A. F. Skinner, M.A., B.Sc., Ph.D., F.E.I.S.
Professor of Education

G. E. Tait, B.A., B.Paed., Ed.D.
Professor of Elementary Education

A. M. Tough, M.A.
Assistant Professor of Education

Cicely Watson, M.A., Ph.D.
Department of Educational Research

VISITING INSTRUCTORS

In addition to regular members of the faculty of the Ontario College of Education, the following will offer courses in 1965–66.

D. K. ADAMS, M.A., PH.D.
Director, Center for Development Education,
Syracuse University

NORTON L. BEACH, B.B.A., ED.D.
Professor of Education, Teachers College, Columbia University

MRS. CATHARINE CAMPBELL, M.S.W.
Chief Social Worker, Child and Adolescent Unit,
Toronto Psychiatric Hospital

D. A. CLARKE, M.A., PH.D
Assistant Professor of Mathematics, University of Toronto

H. T. COUTTS, M.A., PH.D.
Dean of Education, University of Alberta, Edmonton

N. J. CURTIS, B.A., M.ED
Principal, William Treadway Public School, Scarborough

FREDERICK ENNS, M.ED., PH.D.
Associate Professor of Educational Administration,
University of Alberta, Edmonton

MISS MARGARET GERRARD, B.A., M.ED.
Reading Consultant, East York Board of Education

M. F. GRAPKO, M.A., PH.D
Associate Professor, Institute of Child Study

DANIEL E. GRIFFITHS, M.ED., PH.D.
Associate Dean of Education, New York University

D. C. HAMBLETON, M.A., ED.D.
Research Associate, Toronto Board of Education

R. E. JONES, B.A., B.PAED.
Assistant Superintendent of Elementary Education,
Toronto Board of Education

J. R. KIDD, M.A., ED.D., LL.D.
Secretary-Treasurer, Social Science Research Council and
Humanities Research Council of Canada

R. L. LAMB, B.A., ED.D
Principal, Selwyn Public School, East York

R. M. LAXER, M.A., PH.D.
Assistant Professor, Department of Psychology, York University

MARCUS LONG, M.A., PH.D.
Professor of Philosophy, University of Toronto

W. R. H. MONTGOMERY, M.A., PH.D.
Hill Park Secondary School, Hamilton

C. E. PHILLIPS, B.A., D.PAED.
Formerly Professor of Education and Director of Graduate Studies, Ontario College of Education

K. F. PRUETER, B.A., B.PAED., ED.D.
Superintendent of Public Schools, Etobicoke

H. PULLEN, B.A., B.PAED., ED.D., F.C.I.S.
Superintendent and Secretary-Treasurer, Ottawa Collegiate Institute Board

B. J. QUARRINGTON, M.A., PH.D.
Associate Professor of Psychology, and Associate in Psychiatry, Faculty of Medicine, University of Toronto

E. J. ROSEN, B.SC., M.D., C.M.
Director, Child and Adolescent Unit, Toronto Psychiatric Hospital, and Assistant Professor of Psychiatry, Faculty of Medicine, University of Toronto

H. H. RUSSELL, B.A., ED.D.
Research Consultant, Scarborough Board of Education

J. G. SCOTT, B.A., M.ED.
Principal, General Vanier Public School, Ottawa

A. M. THOMAS, M.A., PH.D.
Director, Canadian Association for Adult Education

M. P. TOOMBS, M.A., PH.D.
Professor of Education, University of Saskatchewan

E. N. WRIGHT, M.A., PH.D.
Research Associate, Toronto Board of Education

GRADUATE STUDY IN EDUCATION

Since the early years of the century programs of advanced study and research in education have been available to qualified students in the Ontario College of Education of the University of Toronto. The basic purpose of these programs has been to prepare promising men and women for posts of leadership in education: as senior officials in government departments of education and in local school systems, as college and university teachers, as research workers, and for other specialized responsibilities in education. As might be expected, enrolments have soared in the past decade—not alone due to swelling enrolments in schools and colleges and increasing emphasis on continuing education, but also because knowledge has been expanding at an exponential rate in all fields. This latter fact has led to a rapid and continuing expansion of our offerings, both in breadth and in depth of specialization, over recent years.

Although education is regarded as a professional field, our graduate offerings are not narrowly technical in an applied sense. In all our graduate courses emphasis is placed on underlying theory and research, rather than merely on the application thereof. Further, initial admission is predicated in part on a promising academic undergraduate degree, and the study program of candidates for graduate degrees in education may include offerings from other departments of the University.

Graduate courses in education are offered both in the regular academic year and in summer session. While it is possible to complete residence requirements for the B.Ed. and M.Ed. degrees through attendance at summer sessions only, varying periods of full-time study in regular sessions are required for other degrees, as outlined below. Certainly full-time study toward any graduate degree is much to be preferred to part-time study, and an increasing proportion of students are devoting themselves to full-time study at the Master's level. Since graduate students in education tend to be somewhat older than those in other fields, ordinarily having already spent some years working professionally in education, full-time study for many presents financial difficulties. Each year, however, additional amounts of financial assistance become available for outstanding students through scholarships, fellowships, and assistantships, as outlined on page 29.

Students from Overseas

In a typical year graduate students in education will be registered from most if not all of Canada's ten provinces, and from a dozen or fifteen countries overseas. A special effort is made to welcome students from overseas, and to meet their special needs. On the one hand it profits the Canadian student in no small measure to have an opportunity to work, formally and informally, with officials in education from other countries. But on the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available, insofar as we can,

to appropriate overseas students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible overseas students are encouraged to select topics which will permit them to explore systematically the possible implications of the concepts under discussion to their home situation. Each year periodic tours of various institutions and activities in education on the Ontario scene are also arranged; students avail themselves of those parts of this program which are of particular interest to them. For overseas students especially, this can provide a most useful supplement to their formal studies in course.

An active international student organization and centre also exists on the University of Toronto campus: Friendly Relations With Overseas Students. This serves as a focus of informal activity on the part of the thousand or so overseas students enrolled in one or another division of the University in a given year.

GRADUATE DEGREE PROGRAMS

In the Ontario College of Education, the University of Toronto offers programs of study leading to the graduate degrees of Bachelor of Education, Master of Education, Master of Arts, Master of Philosophy, Doctor of Education and Doctor of Philosophy. Programs for all but the B.Ed. are under the School of Graduate Studies.

The B.Ed., M.Ed. and Ed.D. are designed chiefly for the professional improvement of qualified and experienced teachers pursuing a career in the work of the schools. The M.A., Phil.M., and Ph.D. programs tend to place less emphasis on education in the professional sense. A student may be admitted as a candidate for one of the several degrees. Alternatively he may be admitted as a student not proceeding to a degree if he does not meet all requirements for admission as a degree candidate, or if he does not wish to proceed immediately to a degree.

Degree of Bachelor of Education

(1) For admission as a candidate for the degree of Bachelor of Education an applicant shall (a) hold a university degree acceptable to the Ontario College of Education, (b) hold a certificate as a teacher valid in Ontario issued after an approved course in a recognized training school, or a certificate valid elsewhere and acceptable to the College, and (c) have completed at least one year's successful teaching experience subsequent to having obtained a teaching certificate.

(2) To gain admission students should write to the Director of Graduate Studies for an application form. All applicants must return this form with transcripts *in duplicate* of their record in undergraduate work. Ontario teachers must give the name and number of their professional certificates, the date of their attendance at the Ontario College of Education or at a Teachers' College, and facts about their professional experience in Ontario. Other teachers must submit two photostatic copies of a professional certificate, transcripts *in duplicate* of their professional training, and facts supported by a letter or other official evidence of successful experience as a teacher.

(3) To complete requirements for the degree the candidate shall attend and obtain standing on Education 101 and 102 as listed under Units of Instruction (page 16). Standing in a course is defined as a minimum of 60 per cent. B.Ed. candidates are also required to attend additional lectures on sources of information about education and on reading educational materials of a technical nature. Students who begin graduate study with units other than 101 and 102 are NOT eligible for the degree of Bachelor of Education, although they may proceed to the M.Ed. on successful completion of Education 101 and 102.

Degree of Master of Education

(1) For admission as a candidate for the degree of Master of Education an applicant shall hold the degree of Bachelor of Education from the University of Toronto with standing of at least 66 per cent in each of Education 101 and

102, or the applicant shall have qualifications and graduate standing deemed equivalent by the committee administering education courses.

(2) To gain admission students should write to the Director of Graduate Studies for an application form. Those who do not hold a Bachelor of Education degree from the University of Toronto must return the completed form along with: (a) transcripts *in duplicate* of their record in undergraduate work, in professional training, and in subsequent graduate work; (b) two photostatic copies of a professional certificate; (c) facts supported by a letter or other official evidence regarding their successful experience as a teacher.

(3) Candidates who have credit for graduate work in education at other universities beyond requirements for admission as an M.Ed. candidate may be granted credit for not more than two units in the M.Ed. program.

(4) A candidate seeking to complete the M.Ed. without thesis shall obtain standing on six of the units of instruction. Such standing can be obtained only through attendance. The M.Ed. program is intended to give a comprehensive knowledge of education, and to provide at the same time for specialization. Units are grouped in five broad fields: History and Philosophy of Education, Administration and Supervision, Psychology and Guidance, Curriculum and Methods, and Measurement and Statistics. Ordinarily a candidate shall so select units that he will complete at least one in each of three of these fields (including units completed at the B.Ed. level). Final choice of units, however, is subject to the approval of the Director of Graduate Studies.

It should be noted that, while the University of Toronto M.Ed. is not designated as being in some specialized field such as Guidance or Finance or Adult Education or Special Education and the like, in fact, through selection of appropriate courses, a considerable degree of specialization is possible.

To meet the needs of the individual student arrangements can also be made, through the Director of Graduate Studies, to substitute approved graduate courses in other departments of the University for one or two of the required six units. It may also be possible, in the individual case, to plan a master's program in advance in such a way that a portion of the required work will be done at another university, with prior approval of the committee administering education courses.

(5) Candidates may seek permission to proceed to the M.Ed. by thesis. Ordinarily such permission will be granted to students who have obtained A standing (75 per cent or more) on two of the units of instruction. Candidates planning to proceed later to the degree of Doctor of Education are particularly advised to attempt the thesis option.

A candidate proceeding to the M.Ed. by thesis shall obtain standing on a minimum of four units of instruction, including Education 251, Research in Education. The thesis shall be on some approved topic, embodying the results of an original study conducted by the student. A statement on "Requirements Applicable to Masters' Theses" is available on request from the Director of Graduate Studies.

(6) Ordinarily no course work will be credited toward the degree of Master of Education which has been completed more than six calendar years from the date of the degree. By the same token, if an M.Ed. candidate does

not complete requirements for the degree within six calendar years from the date of his acceptance to candidacy, his candidature will lapse. He may subsequently apply for readmission, and may be so admitted by action of the committee administering education courses. Additional requirements, however, may be demanded of him at that time.

Degree of Doctor of Education

(1) An applicant for admission to the Ed.D. program shall ordinarily hold the degree of Master of Education with high standing from the University of Toronto. Applicants holding a master's degree from another institution must submit the following to the Director of Graduate Studies for evaluation: (i) transcripts of all academic work; (ii) proof, if such is not included in the transcripts, of having received professional training as a teacher; (iii) proof of certification as a teacher, including full information about the certificate held; (iv) evidence of at least one year's successful experience as a teacher; (v) a copy of the master's thesis, if the applicant wrote such a thesis; (vi) the name of the applicant's faculty adviser at the university where the master's degree was obtained. With the exception of (v) and (vi), *all must be submitted in duplicate.*

(2) Acceptance as a candidate for the degree of Doctor of Education will also depend upon the applicant's score on a qualifying examination, and his successful completion of a Qualifying Research Project. For 1965–66 the qualifying examination will consist of the Aptitude Test and the Advanced Test in Education of the Graduate Record Examinations offered by the Educational Testing Service of Princeton, New Jersey. Applicants who have already taken these tests should submit details of time and place to the Director of Graduate Studies. A statement on "Requirements Applicable to the Qualifying Research Project" is available from the Director of Graduate Studies.

An applicant who completed the requirements for the Master of Education degree at the University of Toronto by thesis may, if the committee administering education courses judges the thesis to be of sufficiently high quality, be excused from the Qualifying Research Project. Similar consideration may be given by the committee at its discretion to a thesis submitted as part of the requirements for a graduate degree at another university.

(3) To complete residence requirements for the degree of Doctor of Education a candidate shall be in attendance at the Ontario College of Education beyond the M.Ed. for a minimum of one regular session. It is of course preferable for a candidate to be formally accepted to doctoral candidacy before the beginning of that regular session; in any case he must be accepted to candidacy not later than January 31 if that regular session is to be counted as fulfilling the residence requirement. This in turn means that the Qualifying Research Project, if one is required, must be completed and submitted for examination not later than January 5.

(4) Course requirements will be standing on a minimum of four units of instruction, the choice of which will be determined by the candidate's professional interests and the nature of his proposed dissertation. Education 251, Research in Education, shall be one of the four units if the candidate has not already obtained credit for this unit. With the prior approval of the committee

administering education courses, in individual cases appropriate graduate offerings of other departments of the University may be substituted for one or two of the required units; in any case a candidate's proposed plan of studies is subject to approval by the committee. A doctoral candidate may also wish to audit various University offerings aside from the required units as preparation for his dissertation. All candidates for the doctorate are required to attend the Seminar in Education (see page 25).

(5) The further and major requirement for the degree is the completion of a doctoral dissertation. A statement on "Requirements Applicable to Doctoral Dissertations" is available from the Director of Graduate Studies.

As early as possible during his period in residence a candidate should select a tentative topic and seek opinions in the seminar and by consultation with the staff regarding its suitability. When he has completed his plan the candidate will be required to present an outline of his proposed study for discussion in the seminar. He must at that time or subsequently obtain formal approval of his proposal from the committee administering education courses. Under no circumstances will a dissertation be examined for credit unless the topic and outline have received this initial approval.

After a completed dissertation has been approved by the examiners, the candidate shall furnish the Secretary of the School of Graduate Studies with four bound copies and shall make arrangements to publish the dissertation or an approved abstract thereof. If the candidate publishes only an abstract of his dissertation, he shall furnish the Secretary of the School of Graduate Studies with 25 copies of the abstract.

(6) If a candidate's thesis has not been submitted and accepted within five calendar years from the date of his acceptance as an Ed.D. candidate, his candidature will lapse. He may subsequently apply for readmission, and may be so admitted by action of the committee administering education courses. Additional requirements, however, may be demanded of him at that time.

Degrees of Master of Arts, Master of Philosophy, and Doctor of Philosophy

The Ontario College of Education as the Department of Educational Theory of the School of Graduate Studies offers courses leading to the degrees of M.A., Phil.M., and Ph.D.

Complete information concerning these degrees is given in the calendar of the School of Graduate Studies, University of Toronto. The following statements are included here for convenience only.

Full qualifications for admission to these courses are: an honours degree in Arts from the University of Toronto, or its equivalent; and a year of professional training at an approved university followed by successful experience as a teacher. But promising graduates of a pass or general course and graduates who lack the above professional training or experience as teachers may be admitted as candidates for these degrees after they have completed prerequisite courses prescribed to meet their particular needs.

Fully qualified candidates for the degree of Master of Arts may complete their course work in one regular session. The course requirements are two courses[1] in the Department of Educational Theory and one course in another department of the School of Graduate Studies. In addition a candidate for the

M.A. degree will submit a thesis. In exceptional cases, at the discretion of the Department, additional course work may be substituted for the thesis.

Fully qualified candidates for the degree of Master of Philosophy in the Department of Educational Theory shall pursue a full-time program of advanced study for two academic years. In some circumstances an applicant holding the M.A. and proceeding the year immediately following into the Phil.M. program may be admitted directly to the second year of the Phil.M. program. While a research thesis is not a requirement of the Phil.M., in addition to course work each candidate will be required to devote an approved portion of his time to independent scholarship, culminating in a major essay or research paper.

Fully qualified candidates for the degree of Doctor of Philosophy may complete attendance requirements in three regular sessions, or in two regular sessions if they hold an M.A. degree in Educational Theory from this university, or the equivalent. Requirements for the degree ordinarily include: two minor courses, of which at least one shall be in some other department of the University; a major (ordinarily a composite of at least two courses) representing intensive work in one of the fields indicated under Units of Instruction on the following pages; an adequate knowledge ordinarily of one modern language (usually French) in addition to English; and a doctoral thesis on some approved topic related to the student's major field.

[1]One graduate course is ordinarily the equivalent of two education units.

UNITS OF INSTRUCTION

Units of instruction, each equivalent to one half-course as defined by the School of Graduate Studies, are offered as detailed below. Two units constitute a full-time program in the summer session, six units a full-time course program in the regular session.

A student's eligibility for enrolment in any unit is subject to approval by the committee administering education courses.

Key to Numbering of Units

(a) Units numbered in the 100's are required for the B.Ed. degree, although they may be taken for M.Ed. credit by students who are granted the equivalent of B.Ed. standing for graduate work done elsewhere. These courses are offered in regular sessions and in summer sessions every year.

(b) Units numbered in the 200's are offered in regular sessions and in summer sessions, except where marked, and may carry credit toward a master's or a doctor's degree.

(c) Units numbered in the 300's are advanced or specialized courses ordinarily at the doctoral level. They are offered only when there is sufficient demand, and not all of them will be offered in any given year.

HISTORY AND PHILOSOPHY OF EDUCATION

101. Our European Heritage (Professor Skinner, regular session; Professor Skinner, Dean Coutts, and Dr. Montgomery, Summer Session, 1965)

A review of the educational thought and practice of the educationists of the past considered to be most outstanding and most influential in the history of European education to the present day: including, where appropriate, references to sources which have influenced education in Canada and the United States. A closer study of more recent educational thought in Europe, and the more recent history of educational developments in Britain. Educational provision in Britain in the last two centuries, with particular reference to rapidly changing social conditions, to increasing State intervention, and to the growth, features and problems of the national system of education in England today.

102. Our North American Background (Professors Brehaut and D'Oyley, regular session; Professors Brehaut, D'Oyley, and Toombs, Summer Session 1965)

A survey of the history of education in Canada, covering: (i) education in different parts of Canada prior to the establishment of school systems under public control; (ii) the growth of public education, the history of provincial systems, and topical study of various aspects of their administration; (iii) the development of educational thought in Canada and topical study of various aspects of curriculum and method. Con-

comitant references to the development of public education in the United States.

206. Comparative Education (Professor Skinner, regular session; Professor Adams, Summer Session 1965)

A comparative study of the educational systems, their problems and practices, in such countries as Great Britain, U.S.A., France and the U.S.S.R., and in other countries as time may permit or as the interests of students may determine. Attention will be given not merely to the factual data of organization and administration but also to the educational thought supporting them, to contrasts and similarities in problems and solutions relative to education in Canada, and to the understanding in some degree of the social, economic, historical or other factors which have fashioned the development of these systems.

207. Sociology of Education (Dr. Watson)

The school in its contemporary social setting, including such topics as the following: the work setting—school status and authority systems; the teacher in the school setting—models of the job, types and stages of careers; the community setting—social class, ethnic and religious groups in relation to the school; social change and the school—the impact of technology, patterns of community growth.

208. Modern Philosophies of Education (Professor C. E. Phillips, regular session; Professor Long, Summer Session 1965)

Traditional and environmental influences on social and educational thought; current philosophies of education; possible explanations of different points of view; ideas of various thinkers on educational issues; Canadian attitudes; constructing a philosophy of education.

210. History of Education in Canada (Professor Brehaut)

This unit will be conducted partly as a seminar in which students will present papers on selected aspects of education in different provinces based on historical theses and other library materials which have been collected for the purpose. There will also be lectures to direct topical study of the development in Canada of educational administration and finance, of the role in education of the church and the federal government, of curriculum and methods, of teacher education, and other aspects of education to be decided in class. *Unit 102 is a prerequisite for enrolment in this unit.*

301. History of Educational Thought to 1750 (Professor Skinner)

A study, in general, of the influence of educational thought to 1750 in shaping the developing conceptions of the aims and meaning of the educational process: its contribution towards a sound basis for the interpretation and appreciation of modern theories and practices. The writings and influence of prominent thinkers: in particular, of the great educational figures of the ancient Graeco-Roman period, of some of the outstanding

figures of the pre-Renaissance and Renaissance centuries: of the immediate forerunners of modern education in the seventeenth century.

302. History of Education in Great Britain (Professor Skinner)

A study of the origins and development of contrasting educational traditions and educational provision in the constituent countries of Great Britain. Consideration of social and religious and other factors of influence as well as reference to outstanding people whose thought or practices influenced contemporary and subsequent developments. More detailed attention to the more recent history of developments in education, chiefly in England, with a view to an understanding of the purposes and problems of a highly influential system of modern education, whose main features are those of complexity, variety, and flexibility, and of the articulation of its various stages and parts.

303. History of Education in the U.S.A. (.....)

A survey of social and political developments related to education and of educational developments in the United States, with emphasis on the northeastern states and intensive study of aspects which are of special interest to the student group.

304. History of Education in Ontario (Professor Brehaut)

Intensive study of major educational developments in this province.

305. Seminar in History and Philosophy of Education
(Staff members as above)

A seminar for detailed study of selected topics, offered in regular session only and when there is sufficient demand. Ordinarily limited to advanced graduate students specializing in the field of history and philosophy of education.

306–7. Studies in the History of Higher Education in Canada
(Principal Harris)

Studies in the development of Canadian universities, with reference also to professional schools, teachers' colleges, technical institutes, etc., in the context of comparable developments elsewhere in the English and French-speaking worlds.

ADMINISTRATION AND SUPERVISION

211. School Law and Administration of Education in Ontario
(Dr. Lamb, regular session;
Professor Rideout, Summer Session 1965)

A course illustrating the major problems in the administration of education through a detailed study of school law and practice in Ontario; designed in particular for those who hold or are preparing for positions as principals, inspectors, or administrators in Ontario.

212. SUPERVISION (Dr.Prueter, regular session; Professor Enns and Dr. Pullen, Summer Session 1965)

Principles, problems and procedures of educational supervision, with emphasis on a co-operative approach to the improvement of instruction. Functions of supervisors at various levels, including those of the school principal.

214. ADMINISTRATION OF PUBLIC EDUCATION IN CANADA (Professor Flower, regular session; Professor Enns, Summer Session 1965)

Principles, problems and procedures of educational administration, including consideration of such topics as the governmental structure of education, centralization and decentralization, internal organization of school systems, personnel and business administration. Comparisons between various provinces will be stressed throughout the course, with reference to patterns in other countries as well.

217. EDUCATIONAL FINANCE (Professor Rideout)

The financial support of education at the various levels of government. Principles and practices of grant structure and distribution; problems of assessment, tax collection, budgeting; the relationship of the financial support of education to that of other governmental functions.

311. SEMINAR IN SUPERVISION (Staff members as above and Professor Tait)

A seminar for advanced students, on selected current problems and issues in the supervision of education.

312. SEMINAR IN ADMINISTRATION (Staff members as above)

A seminar for advanced students, on selected problems and developments in educational administration.

PSYCHOLOGY AND GUIDANCE

221. PSYCHOLOGY APPLIED TO ELEMENTARY EDUCATION (Professor Pitt, regular session; Dr. Wright, Summer Session 1965)

The psychology of children of elementary school age: their physical, motor, social, emotional, moral, and mental development. The psychology of learning: systematic theories, motivation, transfer, etc. The psychology of certain elementary school subjects.

222. PSYCHOLOGY APPLIED TO SECONDARY EDUCATION (Professor Barrett)

The psychology of children of pre-adolescent and adolescent age: their physical, motor, social, emotional, moral and mental development. The adolescent and society. The psychology of learning: systematic theories, motivation, transfer, etc. The psychology of certain secondary school subjects.

225. Introduction to Personality Theory in Relation to Education (Professor B. J. Quarrington)

The relationship between personality theory and research and research and theory in other areas of psychology; an examination of the structure and dynamics of personality as seen in three or four of the major contemporary theories—perhaps Freud, Sullivan, Lewin, Allport; particular consideration of the relevance of these to the teacher-pupil and administrator-teacher relationships.

226. Mental Health in Education (Professor Grapko, Summer Session 1965)

The factors involved in child development (pre-school period, early school years, intermediate years, adolescence) and the difficulties and problems of each period. The preventive and remedial phases of mental health.

227. Introduction to Guidance (Professor Parmenter)

A course for students without previous experience or formal study in guidance. Basic principles and current practices in educational and vocational guidance, with a discussion of diagnosis, counselling, and the place of group work, in a student personnel program.

229. Psychology Applied to Atypical Children and Youth (Professor Pitt and associates)

The emphasis will be on the psychology of the exceptional, not on programs for them, though some reference to the latter will be included. Several of the following groups will be considered: on the one hand the blind and partially sighted, the hard of hearing and deaf, the speech defective, the brain-damaged, and the mental defective; and on the other hand the intellectually gifted.

271. Theories of Counselling (Professors Rosen and Laxer; Mrs. Campbell)

The course will be concerned with current theories of counselling and their appraisal, together with various attempts at classification. The theoretical assumptions underlying different approaches will be examined and compared, with reference to clinical counselling as a means of illuminating principles. The student is referred to the works of Rogers, Snygg and Combs, Lecky and others.

(1965 Summer Session only.)

272. Behaviour Disorders in Children and Youth (Professor Rosen and Mrs. Campbell)

The range of behaviour disorders in children and youth: e.g. neurotic behaviour, organic conditions, psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations and readings.

273. Counselling—Techniques and Practicum (.....)

Various techniques employed in the counselling aspects of the guidance process. The emphasis will be on counselling of "normal" elementary, secondary, or post-secondary school students as they confront problems within a broad range of normalcy. A major part of the course will be a supervised practicum involving field work in guidance departments in schools and other agencies.

274. Educational, Occupational and Industrial Information (.....)

Development and present trends in Canada with respect to opportunities for education, occupations and industries. Obtaining and organizing educational, occupational and industrial information, together with methods of appraisal and research. Study of trend indicators, relationship to curriculum change, the manpower planning concept, job analysis, etc.

275. Group Work in Guidance (.....)

Theory and practice of group work in developmental, preventive, remedial and emergency guidance services in elementary, secondary, and post-secondary educational institutions. Teaching group guidance (careers), organizing and conducting career seminars, etc. Consideration of group procedures in studying individuals and of group work with parents and out-of-school youth.

276. Organization and Administration of Guidance Services (.....)

A course for professional guidance workers. Principles, problems and procedures in organization and administration of guidance services in a single elementary or secondary school, a municipal or provincial system or a constellation of schools within such a system. Particular attention will be given topics such as: functions of school personnel in guidance; in-service training; integration of school and community resources; co-ordination of elementary, secondary, and post-secondary school programs; guidance testing programs; information services; placement and follow-up activities.

321. Advanced Educational Psychology (Professor Laxer)

A seminar approach will be employed for studying selected topics in child psychology, the psychology of adolescence, and the psychology of learning.

322. Individual Psychological Testing (Professor Pitt and Mr. Curtis)

The administration and interpretation of the Revised Stanford-Binet, the Wechsler-Bellevue, and the Grace-Arthur Performance Tests. An acquaintance with selected projective techniques. Only students with an adequate knowledge of psychological theory will be accepted.

323. Advanced Work in Guidance (Professor Parmenter)

Intensive study, for students specializing in guidance, of selected problems and practices in this field.

(Regular Session only.)

235. Current Practices in Elementary Education
(Professor Tait, regular session;
Mr. Jones, Summer Session 1965)

A study of general methods, specific methods, procedures and techniques as applied in modern elementary schools. An examination of experiments in methodology including laboratory systems, unit plans and enrichment programs.

236. Curriculum Development (Dr. Hambleton)

Principles, problems, experiments, trends in curriculum development in elementary and secondary schools. Factors involved in leadership in curriculum development and the improvement of instruction.

238. Diagnosis and Remedial Instruction (Miss Gerrard)

Study of pupil difficulties and techniques of preventive and remedial teaching, with special emphasis on practices suitable for typical classrooms; use of diagnostic tests, observations and examinations and interpretation of the results.

239. Introduction to Adult Education (Dr. Thomas and Professor Tough)

A critical examination of adult education in Canada, including historical and contemporary programs, practices, and agencies. Current philosophical and social issues in the practice of adult education. Selected problems in mass media and communications.

240. Current Practices in Secondary Education
(Dr. Pullen, Summer Session 1965)

Study of general methods, specific methods, procedures and techniques as applied in modern secondary schools. Examination of some experiments in methodology and organization.

261. Historical Development of Mathematical Thought
(Professor Clarke, Summer Session 1965)

A course for teachers of mathematics, with particular reference to the concept of number and its applications in the teaching of mathematics in the schools. Historical development of number systems, and some current implications.

262. The Growth of the English Language (.....)

A course primarily for teachers of English, with particular reference to the history of the language and its continuing growth; linguistics and structural analysis.

(Not offered in 1965.)

263. Adult Learning and Teaching (Professor Tough and associates)

Psychological development during adulthood, including abilities, motivation, interests, career, and family. Principles of adult learning; the process of self-teaching; adult guidance. Analysis of teaching methods; demonstration and discussion of specific techniques; planning educational programs for adults.

(Regular Session only.)

264. Programmed Instruction (Professor Flowers)

Theories underlying various approaches to programming, including computer-based instruction; techniques of evaluating programmed instructional materials.

MEASUREMENT AND STATISTICS

241. Educational Measurement and Evaluation I (Professor Fowler)

A beginning course in educational measurement and evaluation, designed to introduce students to theoretical concepts of measurement and evaluation such as reliability and validity of tests. More technical aspects are given only general treatment. The course deals almost entirely with measuring devices required by classroom teachers. Topics included are: the role of evaluation in the schools; general principles of evaluation; types of devices for measurement and evaluation; teacher-constructed tests, essay-type and objective-type; survey of available standardized tests of achievement; the school testing program, interpretation of test results; using marks and test scores to improve school work.

242. Elementary Statistics (Dr. Russell)

An introductory course dealing largely with descriptive statistics. Some of the general implications of statistical inference are also presented. A mathematical background is not required.

243. Intermediate Statistics (Miss Ellis, regular session; Dr. Russell, Summer Session 1965)

A first course in statistical inference. Emphasis will be placed on tests of statistical hypotheses expressed in terms of means, frequencies, and proportions. A mathematical background is not essential.

246. Educational Measurement and Evaluation II (Professor D'Oyley)

A second course in educational measurement and evaluation. Theoretical concepts of measurement, such as test reliability and test validity, are treated comprehensively. Attention is centred upon evaluating such functions as aptitude, attitude, interests, and various aspects of personality. Devices such as questionnaires, rating scales, autobiographies, and sociometric scales, will be considered theoretically and practically. General principles of constructing tests and other evaluating devices will be introduced. Attention will be paid to statistics required in processing test scores. Other topics to be considered are the following: general principles of evaluation (as applied to tests other than achievement tests); classifications of tests; survey of personality and aptitude tests; more technical aspects of test score interpretation.

341. Theory and Practice of Test Construction (Professor Flowers)

A course dealing with the technical and other problems involved in the construction of standardized tests. Students are given an opportunity to design and try out tests and to analyze the results. The emphasis is on practical work.

342. Advanced Statistics (Professor Fleming)

A course in design of experiments and multivariate analysis of data. Major topics include linear and multiple regression, with associated tests of hypotheses, analysis of variance for simple and complex experimental designs, and the use of analysis of covariance. A knowledge of calculus is not essential.

RESEARCH AND SPECIAL STUDIES

Offerings in this section are grouped here for convenience, since they are not limited to any one of the special fields detailed above.

251. Research in Education (Professor Fleming)

Nature of scientific thinking. Finding and defining the research problem. Advantages, disadvantages, limitations and theoretical aspects of various methods of doing research in education. Location, evaluation, analysis and presentation of data. The research report.

252. Individual Study and Problems

In order to provide flexibility in rounding out an individual student's background, and in keeping with his particular scholarly and professional interests, provision is made under this heading for qualified students, individually or in small groups, to obtain course credit for directed specialized study. Such studies may be in any of the special fields in which instruction is offered. Arrangements should be made by the individual advanced graduate student and the appropriate staff member, subject to approval of the study plan by the Director of Graduate Studies. Course credit can NOT be obtained under this heading for a thesis investigation proper, although the specialized study may be closely related to the topic of a thesis.

351. Specialized Research Methods (Appropriate staff members)

An advanced course in research design, with special attention to various types of research methodology appropriate to the investigation of specific problems in education.

Current emphasis (under Professor Flowers) is on automated processing of research data in Education, including consequent changes in research design and practices and their application.

(Regular Session only.)

Seminar in Education

This seminar, attended by advanced graduate students and by members of the faculty, provides doctorate candidates with an opportunity to present an outline of the problem they propose to investigate for their dissertation, and to discuss and defend the procedures they intend to use. This seminar carries no course credit, but all the candidates for the doctorate are required to attend it for at least one academic session. Candidates proceeding to a master's degree by thesis may attend at the discretion of the committee administering education courses.

GENERAL INFORMATION

Application and Registration

Copies of application forms are available from the Director of Graduate Studies. Students should complete these forms and submit them by mail or in person to arrive as follows:

March 1–March 31 for the 1965 Summer Session
July 20 for after-hours students in the 1965–66 Session
September 15 for resident students in the 1965–66 Session.

Final registration will take place at the Ontario College of Education at 4.30 p.m., Wednesday, June 30 for the 1965 Summer Session and at 10 a.m., Friday, September 17 for resident students in the 1965–66 Regular Session.

Study in Summer Session

March 1–31 has been established as a period of advance enrolment for the summer session in order to allow time for preparatory reading. Soon after acceptance of application forms from a student, he will be notified of such readings as may be recommended for the unit he has selected. It is the student's responsibility to complete such preparatory reading in advance of the necessarily concentrated summer session.

Although examinations will be held at the end of the six-week summer session, students will be required also to complete and submit additional term work to the instructor by a date in November set by him. Final grades will be mailed to students by the end of December.

Students may enrol for not more than two units in a summer session.

Examinations

All examinations will be held at the Ontario College of Education. Final examinations in each unit will be scheduled at the end of the regular session or summer session in which the unit is offered. Students must sit for the final examination at that time. In case of inability to write an examination because of serious illness, a student should immediately inform the Director of Graduate Studies. Permission may then be granted to write the examination, without further fee, on a subsequent occasion when the unit is offered. No student will be permitted to rewrite the examination in any unit without reattending the classes in that unit and paying fees as if it were an additional unit. Pass standing above the B.Ed. level is 66%. Any student whose work is judged to be unsatisfactory by the committee administering graduate courses in education may be required to withdraw.

Term Assignments

If a student does not complete required term work in any unit by the date set by the instructor, he will be regarded as having failed that unit. In exceptional cases, however, an extension of time may be granted by the committee administering education courses.

After-Hours Classes in Regular Session

During the Regular Session 1965–66 certain units, including 211, 212, 239, and 263 will be offered weekdays at 4.30 p.m. or 7.30 p.m. Unit 101 will be offered Saturdays at 10 a.m. Qualified, fully employed teachers may enrol for one such unit. Details and application forms will be available at the College by May 1.

July 20 will be the last day for receiving applications for enrolment in these after-hours courses except in exceptional cases for Unit 101.

Elementary-School Inspector's Certificate

The Ontario Department of Education issues an Elementary-School Inspector's Certificate to those who meet requirements as laid down by the Ontario Department of Education. One of those requirements is successful completion of Education 221 *or* 241, *or* 101 *or* 102, Education 211 *or* 214, Education 212 *or* 235, and one other unit. Certain units formerly offered by the College are also acceptable under the Regulations. Details are available from the Director of Graduate Studies, or from the Ontario Department of Education.

In this connection an Internship Plan is operated jointly by the Ontario College of Education and the Ontario Department of Education. The purpose of the plan is to provide practical field experience in supervision and administration for graduate students who are, or may be, candidates for the Ontario Elementary-School Inspector's Certificate. Under this plan selected students may spend two weeks with a provincial school inspector in the field. Credit will be given for this experience in Education 211, 212 or 214. Details are available from the Director of Graduate Studies.

Living Accommodation

Rooms for a limited number of students are available in university residences at a cost of approximately $12 a week. Men should address inquiries to the Secretary's office, Devonshire House, University of Toronto; women should write to Miss Charity Grant, 79 St. George St., Toronto. Meals can be obtained in Hart House.

Information concerning rooms and apartments in private homes near the College may be obtained from the University Housing Service office at 581 Spadina Avenue, Toronto 4. While off-campus housing of this nature is not subject to University regulation, every effort is taken to make information on accommodation listed as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location, with reasonably satisfactory quarters usually ranging upward from $10 a week.

Campus Co-operative Residence, Incorporated, offers co-operative housing arrangements for numbers of students. Inquiries should be addressed to that organization at 395 Huron Street, Toronto 5.

FEES

Information concerning fees for Ph.D., Phil.M., and M.A. candidates is contained in the calendar of the School of Graduate Studies. Details below apply for students in programs leading to the professional degrees of Ed.D., M.Ed., and B.Ed. All fees are subject to change by the Board of Governors.

Fees are payable at the Chief Accountant's office of the University of Toronto when the student's application forms have been approved and returned to him for payment. A late payment fee of $10 will be assessed against any student whose fees for study in Regular Session have not been received at the Chief Accountant's Office by October 5. Further, any student who registers after the last date for normal registration will be required to pay a late registration fee of $10 plus $1 for each day of delay to a maximum of $20. If fees remain unpaid as of November 5, the student will be considered as not registered.

In Summer Session a late payment fee of $10 will be assessed where fees have not been received at the Chief Accountant's Office by July 3. If fees remain unpaid as of July 10, the student will be considered as not registered.

SCHEDULE OF FEES

In Regular Session

Full-time Students, in programs leading to the Ed.D., M.Ed., or B.Ed.	Men—$320 Women—$300

These totals include an academic fee of $280, and required incidental fees of $8 for Students' Administrative Council, $10 for Health Service, $2 for Graduate Students' Union, and $20 for Hart House (men only).

Part-Time Students

one graduate course	$102
each additional course	$90
half-course or unit	$56
after-hours units, each	$70

In Summer Session

one half-course, or unit	$70
two half-courses, or units	$125

Supervision of Thesis	$125

Included in the above are examination, incidental and degree fees, except that candidates submitting a thesis during a session for which they are not otherwise registered shall pay a re-registration fee of $62.

NON-CREDIT SEMINARS AND OPEN LECTURES

From time to time, as a supplement to regular offerings, Graduate Studies in Education sponsors various non-credit institutes, seminars, and open lectures.

During the 1965 Summer Session a series of three open *Monday Lectures* will be scheduled, each presenting a distinguished visitor on a subject of current general interest in Education. Details will be available in May.

Also during the 1965 Summer Session a ten-day invitational *Senior Seminar in Administration* will be offered, in conjunction with urban boards of education. This seminar will be conducted by Professor Norton L. Beach of Columbia University, assisted by Dean Daniel E. Griffiths, of the School of Education, New York University, and others.

Under consideration for the 1965–66 Regular Session are non-credit seminars in such fields as small group leadership, adult education, educational data processing, and the education of the physically handicapped. A further Interprofessional Student-Faculty Seminar is also anticipated, gathering students and staff from divisions of the University preparing personnel for the helping professions for the study of problems of common concern.

FELLOWSHIPS AND OTHER FINANCIAL ASSISTANCE FOR STUDENTS

A number of fellowships and other forms of financial assistance are available for full-time students proceeding to graduate degrees in Education, ranging in value to $4,000 and, in the case of the F.W.T.A.O. Fellowship, to $6,000. While the majority of awards are made to students working at the doctoral level, some are made to Master's candidates. Application forms are available from the Director of Graduate Studies except where otherwise indicated, and completed forms must be received by March 1st.

1. *Graduate Fellowships, Research Assistantships, Guidance Centre Assistantships*

A number of fellowships and assistantships are available for qualified students proceeding to advanced degrees. These involve varying amounts of part-time professional work: for some students, directly in Graduate Studies, for several in the Department of Educational Research of the Ontario College of Education, and for others experienced in the student personnel field in the Guidance Centre of the Ontario College of Education. Awards normally range form $2,500 to $4,000. Interested persons should consult the Director of Graduate Studies, the Director of the Department of Educational Research, or the Director of the Guidance Centre.

2. *The William Pakenham Fellowship in Education*

The late William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct in behalf of the activities of the Ontario College of Education.

Accordingly a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Senate. The Fellowship shall be awarded at such intervals and have such value (usually $2,000) as the Senate, on the recommendation of the Council of the Ontario College of Education, may from time to time determine. Applicants must be residents of Ontario, holding a Bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

3. *The F.W.T.A.O. Fellowship*

This annual fellowship for advanced graduate study in Education at the University of Toronto has a value of $6,000. Ordinarily applicants must be members of the Federation of Women Teachers' Association of Ontario, but other applicants with outstanding qualifications may be considered. For further information write to the Director of Graduate Studies, Ontario College of Education.

4. *Ontario Secondary School Teachers' Federation Awards*

(a) O.S.S.T.F. Scholarship for Educational Research.

This annual scholarship, ordinarily of $3,500, is open to practising teachers in Canada undertaking full-time study at a university of their choice toward a doctorate degree in a field related to the work of the schools. Details are available from the General Secretary, O.S.S.T.F., 1260 Bay Street, Toronto 5; closing date for receipt of completed applications is March 31.

(b) S. Hunter Henry Award

A fellowship of $2,500 is offered annually by the O.S.S.T.F. as a memorial to the late S. Hunter Henry. It is open to members of the O.S.S.T.F. proceeding as full-time students at a university of their choice with a plan of study acceptable to the O.S.S.T.F. Scholarship Committee. Details are available from the General Secretary, O.S.S.T.F., 1260 Bay Street, Toronto 5; closing date for receipt of completed applications is January 31.

(c) Ansley Memorial Awards

An award or awards of up to $1,000 is offered annually by the O.S.S.T.F. as a memorial to the late J. W. Ansley. Open to any Ontario secondary school teacher (ordinarily with five or more years of teaching experience), the award is intended to assist with the costs of a significant educational study. Details are available from the General Secretary, O.S.S.T.F., 1260 Bay Street, Toronto 5.

5. *Ontario Public School Men Teachers' Federation Scholarship*

This annual scholarship, ordinarily of $2,000, is open to members of O.P.S.M.T.F. proceeding with full-time post-master's study in a field related to elementary education. Details are available from the Secretary-Treasurer, O.P.S.M.T.F., 1260 Bay Street, Toronto 5.

6. *Fellowships Tenable for Graduate Study in Any Department of the University of Toronto*

An increasing number of awards are open to qualified graduate students proceeding to degrees in any graduate department of the University. Included for 1965–66 are several Special Open Fellowships carrying stipends of $4,000, as well as other fellowships ranging from $2,000 to $3,500.

Application forms can be secured from the Secretary of the School of Graduate Studies, 65 St. George St., Toronto 5, and completed application forms must be filed not later than March 1.

7. *Canada Council Awards*

The Canada Council offers a series of awards in the arts, humanities, and social sciences, tenable in the graduate faculty of any university. Included are the following of interest to students in Education: (i) Pre-Master's Degree Scholarships of an average value of $1,500, and (ii) Pre-Doctor's Degree Fellowships of an average value of $2,000 plus travel allowance. Application forms are available from the Scholarships Section, The Canada Council, 140 Wellington Street, Ottawa 4, Ontario. Closing dates tend to be December 1, for awards covering the following academic year.

CALENDAR 1965

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CALENDAR 1966

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The University of Toronto issues the following calendars and other publications concerning courses of instruction given by the University, any one of which may be had on application to the Registrar of the University or to the Secretary of the Faculty, School or Institute about which information is sought.

CALENDARS AND OTHER PUBLICATIONS ISSUED BY THE UNIVERSITY OF TORONTO

ADMISSION INFORMATION–	Admission Awards
	Admission Circular
APPLIED SCIENCE AND ENGINEERING–	Faculty of Applied Science and Engineering
	Diploma Course in Operations Research
ARCHITECTURE–	School of Architecture
ARTS AND SCIENCE–	Faculty of Arts and Science
	Courses and Subjects in Arts and Science
	Diploma Course in Computing and Data Processing
BUSINESS–	School of Business–Graduate Programme in Business Administration
	Winter Evening Seminars
CHILD STUDY–	Institute of Child Study
DENTISTRY–	Faculty of Dentistry
	Courses for Graduates in Dentistry
	Dental Hygiene
EDUCATION–	Ontario College of Education
	Graduate Degrees in Education
EXTENSION–	General Course (Extension)
	Evening Course in Business (Leading to a Certificate)
	Evening Tutorial Classes
	Business and Industry Courses
	Correspondence Courses
FOOD SCIENCES–	Faculty of Food Sciences
FORESTRY–	Faculty of Forestry
GRADUATE STUDIES–	School of Graduate Studies
HYGIENE–	School of Hygiene
LAW–	Faculty of Law
LIBRARIANSHIP–	Library School
MEDICINE–	Faculty of Medicine
	Division of Rehabilitation Medicine
	Division of Postgraduate Medical Education
MUSIC–	Faculty of Music
	The Royal Conservatory of Music
	School of Music Year Book
	General Syllabus
	Pianoforte and Theory Syllabus
NURSING–	School of Nursing
PHARMACY–	Faculty of Pharmacy
PHYSICAL AND HEALTH EDUCATION–	School of Physical and Health Education
SOCIAL WORK–	School of Social Work

Enquiries about Massey College should be addressed to:

The Master, Massey College, University of Toronto, Toronto 5.